

Enrollment Management Council EMC²
November 18th 2005
Minutes

Minutes

- Minutes from the October 28th were previously distributed and are available by visiting <http://registrar.iupui.edu/emc/emc-meetings.shtml>

Announcements from the Chair

- **Undergraduate Admissions**
 - **Spring 2006**
 - Down 9.7% in beginner admits (-35 students). This may generally be attributed to an increase in the admissions standards
 - Up 10.7% in transfer admits (+86 students)
 - These trends (down in beginners and up in transfers) continue a trend seen in recent years
 - The quality of Spring beginners is traditionally somewhat lower than students who begin in the Fall term
 - We will consider a marketing effort in the Fall 2006 for the Spring 2007 to help balance the incoming populations
 - For more information see below or visit http://www.imir.iupui.edu/point_in_cycle/
 - **Fall 2006**
 - Beginners: up significantly in applications and up significantly in admits. This is a good news/bad news story. These are highly qualified students and we must aggressively work on converting these students to enrolled students. IUPUI schools pay a key role in this effort.
 - Transfers: even with last year. This is too early in the cycle to see trends
- **Graduate Admissions** *Sherry Queener*
 - Applicants to Masters' programs for the Spring are up 39.4%. It is too early to look at Fall 2006 admissions totals
 - For more information see below or visit http://www.imir.iupui.edu/point_in_cycle/
- **International Admissions**
 - **Spring 2006 (as of 11/5/05)**
 - Up 157% in undergraduate admits (+33 students)
 - Up 13% in graduate admits (+4 students)
 - For more information visit http://www.imir.iupui.edu/point_in_cycle/
 - **Fall 2006**
 - Point-in-cycle reports are not yet available, but undergraduate applications are up by at least 100%
 - ***What's behind the large increases in international applications?***

The Saudi Arabian Cultural Mission (SACM), the educational arm of the Embassy of Saudi Arabia in Washington DC, is launching a major new scholarship program, partially funded by US industries and organizations with interests in Saudi Arabia, for Saudi citizens to study in the US. Fundraising for the program is ongoing. More than 14,000 Saudi students have applied for 5000 scholarship spots, which will fund up to one year of intensive English language study and provide full funding for the degree program. The following fields of study are supported:

- Business
 - Computer & Information Science
 - Engineering
 - Health Administration
 - Medical/Health Sciences
 - Law/Pre-Law
 - Pharmacy

IUPUI is among the institutions selected to receive referrals. To date we have received 30 applications directly from the SACM, with an additional 100+ applications received directly from applicants or referred by ELS Language Centers contacts. ELS Language Centers at IUPUI has already begun enrolling Saudi students for intensive language study, and has nearly 100 students confirmed to enroll at the Center by early 2006. If significant numbers of these students actually enroll progress through to matriculate at IUPUI, Saudi Arabia will -- virtually overnight -- vault into status as one of the top five countries represented at IUPUI.

- **Undergraduate international applicants**
The majority of applicants reviewed to-date are undergraduates of good quality (many with B or higher academic records). For qualified undergraduate applicants, OIA issues a "conditional letter of admission" that promises enrollment once the student has achieved an appropriate level of English proficiency. We expect a significant number of students to have completed English language studies in time for enrollment at IUPUI in Fall 2006.
- **Graduate international applicants**
Most master's level applications we have seen are of lesser quality; because the applicants need to improve their level of English proficiency, they have not yet taken the GRE or other graduate exams. The SACM is requesting that conditional letters of admission be issued to academically qualified students contingent on achieving a specified GRE and/or TOEFL score. However, most graduate programs are unwilling to issues such letters. As a result, we do not anticipate enrolling a significant number of graduate students under this program.
- **Enrollment Update**
 - The campus is down 113 heads (-0.8%) and 919.5 credits (-0.6%). For a breakdown on heads and credits by school, see the Spring Enrollment Update below. *Note: With the creation of the undergraduate non-degree categories, 2006 headcounts in Science and University College are somewhat inflated by students previously counted in the Graduate Non-Degree program*
 - Drops in headcount in University College and Engineering Technology are reflected in credit hours taught by Liberal Arts and Sciences
 - The point-in-cycle website has been updated with registrations and admissions through last week. http://www.imir.iupui.edu/point_in_cycle/index.asp
 - Lists of students who have not registered have been sent to the academic units for follow-up contacts by the schools
 - Special attention will be paid by the university to retention and the cohort of first-time, full-time students
 - Financial Aid will run a list of reports for all aid recipients who are being blocked from Spring enrollment due to financial holds. Staff will try to work with students to determine what options might be available to the students. Advisors should refer students to Financial Aid if students cite this problem
 - Members are encouraged to also follow-up with lists of admitted students and with the list of seniors Mike Donahue recently sent them. Mike asks that schools contact the prospects and
 - Give them information about their school (or direct them to the school Web page)
 - Encourage them to apply

- Invite them to the Spring Campus Day http://enroll.iupui.edu/campus_day/
- Invite them to the appropriate Jag Day <https://www.iupui.edu/~jagdays/>

Marketing Subcommittee Update *Amy Warner*

- The Marketing Subcommittee is focusing its work on retention and recruitment.

Retention

- Amy reported the committee has asked those who serve the beginning student population to identify the steps they are taking in communicating with them, working back in time to the earliest contacts so that we can better coordinate our communication. This will include communications we have with them through their first year of enrollment
- We have learned that some students feel overwhelmed with communications, especially those asking them to take certain actions. It is important to review the information the university provides from a student's perspective
- We need to get a better understanding on what students need to have and coordinate both the distribution of information and requests for action and potentially confusing deadlines. A grid summarizing the audit will be updated and posted to the EMC site
- The task will never be finished, but the communications will always be better
- The audit is beginning with new freshmen and then will address transfers and then new graduate students

Recruitment

- Amy will also assemble a sub-committee to focus on recruitment and marketing, coordinating it with work at the all-university level. Kim Nguyen expressed concern about the possibility of a disconnect between those responsible for recruiting communications and the often different staff members within the academic units who are responsible for communications with students from time of admission onward. Amy acknowledged the concern and spoke of the need for both groups to have a broader awareness of the work of others, including that of other IUPUI academic units. It also is timely as many schools are about to update their recruitment materials
- Becky noted there needs to be better coordination of special events and school days offered by the academic units so that students do not have to choose between conflicting events. Those responsible for recruitment in the schools and centrally will be brought together in January to develop a comprehensive calendar of recruitment events. Sherry will provide a similar calendar put together out of the Graduate Recruitment group

Status Report on Enrollment Forecasting and Capacity Analysis *Kathy Burton*

- Kathy reported that nearly all schools have responded to the initial deadline for program mapping and reporting materials. Most are interested in working at the plan or degree program level
- Reports will be developed that will show enrollments and degrees awarded over a ten year period
- Workshops on using the data in setting enrollment targets will be held in February or March. Depending on demand, IMIR may be able to provide a version of the workshop to an individual school, but the initial efforts will be to train a more limited number of school representatives
- Additional reports will review retention in longer than the current Fall-to-Spring and Fall-to-Fall formats
- Materials on the initiative will be maintained on <http://registrar.iupui.edu/emc/projections/>
- Reya Calistes, a new research analyst in IMIR, was introduced. Her work will focus on supporting Enrollment Management activities
- Candidates for the IMIR Executive Director will be visiting IUPUI in the next month. EMC members are encouraged to attend the candidates' presentations and forward their comments to the committee
- Amanda Helman told the group that her staff reported that 25% of BGS applicants in October were students who had been out over two years. She asked about getting additional data on this apparent surge as she believes the population needs different or additional services than are typically provided stop-outs who are not going through an orientation (how to use OneStart, etc.). Mary Beth Myers noted that her staff had had a similar impression of a growing number of

returning students. Pamela Brown said that Enrollment Center is receiving as many as 50 e-mails a week from this population.

- Mike Donahue reported there was discussion about having returning/intercampus transfers go through Admissions for consistent processing in areas such as term activation as well as more consistent communications with them.

Enrollment Management Priorities and Action Plans

- See updated version of document below. Wherever appropriate, members' suggestions were incorporated into the document. Otherwise comments are summarized by priority number below

Priority 1

- There is some confusion about how completing the enrollment projection assignment differs from the projections the schools are asked to make as part of the budget process. We need to make clear to the schools that this task is more comprehensive than simply anticipating how many credits a unit will teach next year. For example:
 - Changes in curricula or the discontinuation of a program may have a significant impact on another school that teaches required non-major courses. Understanding and communicating these changes are essential for schools that may be affected by such changes so that they may appropriately plan for them
 - Projections for budget do not include issues such as program capacity or optimum program size
 - Knowing the projections, especially for programs that have unfilled capacity, are important for recruiting and for advising undecided majors in University College

Priority 3

- There are a number of programs targeting increased diversity in particular disciplines that are heavily dependent on an individual faculty member as a champion. With retirements, a number of these programs are being discontinued. Wherever possible and appropriate, such programs should be institutionalized
- Promoting undergraduate research and mentoring by faculty members is a way to both encourage students to consider graduate work and to identify strong candidates for graduate studies at IUPUI

Priority 4

- We need to look at all appropriate Ivy Tech degrees to identify IUPUI baccalaureate programs with which they may articulate. Our goal should be to go for statewide articulations from Ivy Tech, not just from Ivy Tech-Indianapolis
- Using the BGS/OLS degrees have been an easy way for Ivy Tech to describe articulation options, but we need to go beyond that approach.
- Informatics is looking at its current New Media articulations to see about expanding their current articulations to include Informatics degrees
- IUB and Ivy Tech-Bloomington have just announced an expanded cooperation (<http://newsinfo.iu.edu/news/page/normal/2639.html>)

Priority 5

- The Office of International Affairs is interested in reviewing transfer-out patterns of international students to help determine why they are transferring. We have more information on this group due to the visa processing requirements. This will be reviewed later at the school level

Priority 6

- Courses being scheduled for the Fall of 2006 will use the new course scheduling patterns. Please consult with Mary Beth Myers if your unit is planning a non-traditional pattern, such as courses or programs running non-standard lengths. These likely can be accommodated, but it will require adjustments for financial aid, refunds, etc.

- Informatics is considering teaching some of its introductory courses in intensive formats so that courses that might have taken two semesters can now be taken sequentially in one term with back-to-back eight week offerings. This will allow students to get to the major courses more quickly, a concern for a number of students
- For more information on different issues involving Web-based courses, visit <http://opd.iupui.edu/ctl/idd/online.htm>

Members discussed the need to keep the deans informed and engaged on the work of the Council. Deans all receive copies of the EMC² minutes and members were reminded it is their responsibility to share information with colleagues in their schools as appropriate. Amy Warner suggested an update on the work of the EMC² at the Fall Deans' Retreat.

School Initiatives and Activities All

- Time did not allow reports. Members were reminded of the importance of following-up with the list of students not-yet enrolled. These activities will be tracked and a report produced on what steps individual schools have taken

Upcoming EMC² Meetings and Tentative Topics

December

- No meeting

January 27th 1:00-2:30 in BS 3009

- Review Spring Enrollments and lessons learned from enrollment promotion efforts
- Report from Marketing Subcommittee

February 24th 1:00-2:30 in BS 3009

- Outside speaker from outside on Strategic Enrollment Management

March 24th 1:00-2:30 in BS 3009

- Joint meeting with Retention and Graduation Council
 - Trends and implications
 - Report on IUPUI undergraduate admission standards and impact on recruitment and enrollment
 - Report on efforts to ease the transfer process

April 28th 1:00-2:30 in BS 3009

- Diversity in Enrollment—UG and Graduate Initiatives *Kim Stewart-Brinston and others*
- Work of the Graduate Affairs Recruitment Committee *Gwendolyn Johnson*

May

- No Meeting

June 23rd 1:00-2:30 in BS 3009

- Review of year's activities and planning for 2006-07

Throughout year

- Reports of AIP activities from schools and units

Spring Semester Applicants and Admits (11/12/05)

Undergraduate				2005 - 2006 Comparisons		
Entry Type	2004	2005	2006	Net Diff	Pct Chg	2005 PiC
Beginners						
Applicants	873	677	683	+6	+0.9%	90.6%
Admits	540	359	324	-35	- 9.7%	74.0%
Transfers						
Applicants	1589	1278	1443	+165	+12.9%	73.5%
Admits	977	802	888	+ 86	+10.7%	56.7%

Graduate/Graduate Professional				2005 - 2006 Comparisons		
Entry Type	2004	2005	2006	Net Diff	Pct Chg	2005 PiC
Master's						
Applicants	509	470	655	185	39.4%	69.1%
Admits	235	188	310	122	64.9%	37.8%

**Quality Indicators and Profile of Beginner Applicant and Admitted Students
(11/12/05)**

Beginners	Applicants						Admitted Students				
	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006		2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006
Total	677	100.0	683	100.0	0.9		359	100.0	324	100.0	-9.7
High School Percentile Rank											
Top 10% *	15	4.4	12	3.5	-20.0		15	6.3	11	5.2	-26.7
Top Third*	89	25.9	99	28.9	11.2		83	35.0	85	39.9	2.4
Middle Third*	147	42.7	136	39.8	-7.5		101	42.6	88	41.3	-12.9
Bottom Third*	108	31.4	107	31.3	-0.9		53	22.4	40	18.8	-24.5
*Note: Percentage Distribution based on total with rank data on file.											
	2005		2006				2005		2006		
Average HS Percentile Rank	47		49				53		56		
Average SAT	958		973				976		1001		
Average ACT	19		19				19		20		
Ethnicity	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006		2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006
African American	93	13.7	102	14.9	9.7		46	12.8	38	11.7	-17.4
Asian American	19	2.8	18	2.6	-5.3		7	1.9	9	2.8	28.6
Hispanic American	11	1.6	12	1.8	9.1		6	1.7	7	2.2	16.7
Native American	3	0.4	6	0.9	100.0		3	0.4	1	0.1	-66.7
Minority Total	126	18.6	138	20.2	9.5		62	9.2	55	8.1	-11.3
International	104	15.4	124	18.2	19.2		4	0.6	21	3.1	425.0
All Others	447	66.0	421	61.6	-5.8		293	43.3	248	36.3	-15.4
Age											
19 and Younger	285	42.1	315	46.1	10.5		158	23.3	152	22.3	-3.8
25 and Older	178	26.3	169	24.7	-5.1		84	12.4	81	11.9	-3.6

SPRING Enrollment Update

Spring 2006 - 11/14/2005

Credit Hours Taught				
School	2005	2006	Change	%
BUS	10,666.0	10,924.5	258.5	2.4%
DENT	11,272.0	11,107.0	-165.0	-1.5%
EDUC	7,122.0	7,285.0	163.0	2.3%
EGTC	13,305.0	11,454.0	-1,851.0	-13.9%
GRAD	44.0	66.0	22.0	50.0%
HERR	5,746.0	6,219.0	473.0	8.2%
INFO	2,223.0	1,839.0	-384.0	-17.3%
JOUR	603.0	664.0	61.0	10.1%
LAW	11,209.0	11,696.0	487.0	4.3%
LIBA	33,649.0	33,314.0	-335.0	-1.0%
LSTU	263.0	273.0	10.0	3.8%
MED	2,383.0	3,340.0	957.0	40.2%
MUS	1,904.0	1,624.0	-280.0	-14.7%
NURS	8,112.0	7,919.0	-193.0	-2.4%
PED	7,256.0	7,246.0	-10.0	-0.1%
SCI	33,607.0	32,438.0	-1,169.0	-3.5%
SCS	132.0	181.0	49.0	37.1%
SHRS	873.0	1,238.0	365.0	41.8%
SLIS	1,174.5	1,244.0	69.5	5.9%
SPEA	4,490.0	4,686.0	196.0	4.4%
SWK	4,803.0	5,668.5	865.5	18.0%
SWT	143.0	12.0	-131.0	-91.6%
UCOL	1,183.0	805.0	-378.0	-32.0%
TOTAL	162,162.5	161,243.0	-919.5	-0.6%
Adjusted Total:				

Headcount by Student School				
School	2005	2006	Change	%
BUS	842	827	-15	-1.8%
DENT	512	495	-17	-3.3%
EDUC	1,031	978	-53	-5.1%
EGTC	1,284	1,166	-118	-9.2%
GCND	305	153	-152	-49.8%
GRAD	169	263	94	55.6%
HERR	543	565	22	4.1%
INFO	308	267	-41	-13.3%
JOUR	48	60	12	25.0%
LAW	848	878	30	3.5%
LIBA	795	787	-8	-1.0%
LSTU	12	12	0	0.0%
MED	148	192	44	29.7%
MUS	5	13	8	160.0%
NURS	907	884	-23	-2.5%
PED	432	492	60	13.9%
SCI	949	1,052	103	10.9%
SCS	582	582	0	0.0%
SHRS	55	87	32	58.2%
SLIS	197	211	14	7.1%
SPEA	472	514	42	8.9%
SWK	421	514	93	22.1%
UCOL	3,421	3,181	-240	-7.0%
			0	
IN	14,286	14,173	-113	-0.8%
Unduplicated	14,270	14,150		

IUPUC Enrollment Update

Spring 2006

TOTAL	5,688.5	6,913.0	1,224.5	21.5%	CO	526	637	111	21.1%
--------------	----------------	----------------	----------------	--------------	-----------	------------	------------	------------	--------------

Office of the Registrar
11/14/2005

Note: With the creation of the undergraduate non-degree categories, 2006 headcounts in Science and University College are somewhat inflated by students previously counted in the Graduate Non-Degree program

Enrollment Management Priorities and Action Plan (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;

- Review enrollment and retention data to acquire necessary understanding of trends
- Determine additional data needs and their usage

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Engage the academic units in enrollment forecasting and capacity analysis	EMC and academic units	Operationalization of gathering of information for establishment of enrollment goals	Initial discussion November 2005 (tentative)	See 2 below
Coordinate with the Retention and Graduation Council in analyzing retention trends and implications	EMC and R&G councils	<ul style="list-style-type: none"> ○ Detailed retention data ○ Initial joint meeting tentatively scheduled for March 2006 	May 2006	Reporting results at the level of the academic unit (and program, as appropriate)

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

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Develop and implement process for academic units to establish enrollment targets for Fall 2006	EMC & IMIR	EM Planning tools and data	May 2006	Specific school enrollment targets (targets by major and program where appropriate)
Review and comment on proposed changes in class meeting patterns and times at the first meeting	EMC, Registrar and Learning Environment Committee	Consultation with appropriate groups and faculty	September 2005	Adoption of new patterns and times for Fall 2006
Plan and hold forum on enrollment management in commuter urban research universities and how to develop an enrollment management plan	EMC	Identification of specific topic and presenter	February 2006	Forum held

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**
- **Strategic use of financial aid and scholarships to attract and retain highly prepared and talented students**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Beth Barnette presented to EMC on the strategic use of scholarships at the October 2005 meeting. Follow-up is needed from schools and financial aid and scholarship-related committees such as FASPAC and the Strategic Scholarship Coordinating Committee to best leverage resources from the academic units and the campus	Scholarships, FASPAC, academic units, Strategic Scholarship Coordinating Committee		Beth's presentation October 2005	<ul style="list-style-type: none"> ○ Establishment/refinement of school-based and campus-wide scholarship plans ○ Creation of Strategic Scholarship Coordinating Committee ○ Yield rate for scholarship offers ○ Retention rate for scholarship recipients ○ Number of scholarship recipients who continue in a graduate program at IUPUI
Collaborate with the Graduate Affairs Recruitment Group in the development of a marketing plan that articulates the campus' strengths	EMC, Graduate Affairs, and Communications and Marketing		May 2006	<ul style="list-style-type: none"> ○ Completion of Recruitment Marketing plan ○ Improved internal communication with students regarding graduate opportunities ○ Increased number of graduate/professional students
Promote undergraduate research opportunities, including summer programs, that will help inspire students to consider graduate study and identify strong candidates for recruitment to graduate schools	Academic units, Graduate Affairs, UROP			<ul style="list-style-type: none"> ○ Improved coordination and promotion of undergraduate research opportunities ○ Increased number of undergraduate students performing research

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
				<ul style="list-style-type: none">○ Increased number of graduate/professional students who completed undergraduate degrees at IUPUI

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**
- **Continue articulation work through Passport, academic units, and Enrollment Services**
- **Ease transfer process through efforts of Enrollment Services, Orientation, academic units, Transfer Committee, and Council on Graduation and Retention**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Report to EMC on IUPUI undergraduate admission standards	<ul style="list-style-type: none"> ○ Admissions and UCOL Admission Committee ○ Passport & Academic Units ○ ES, Orientation, academic units, Transfer Committee, Council on Graduation & Retention 		March 2006 (ease transfer process) Others: ongoing	<ul style="list-style-type: none"> ○ Improved quality of new admits ○ Increased yield rate for transfers ○ Larger number of articulated courses and programs ○ Student satisfaction with transfer process (currently collected beyond orientation?) ○ Increased retention of transfer students (belong elsewhere?)

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
- Review current enrollment by these populations, set targets for increasing enrollment, and identify additional recruiting/retention steps, both centrally and within the schools

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
<p>Incorporate consideration of diversity and internationalization in the academic unit enrollment target setting process</p> <p><i>For more on diversity at IUPUI visit http://www.iupui.edu/diversity/vision.html</i></p>	EMC, OIA, Diversity Cabinet, and academic units	Data on current enrollments, transfer-out patterns , and available markets	Initial completion with Fall 2006 targets May 2006	<ul style="list-style-type: none"> ○ Increased diversity of student body <i>or</i> ○ Recruitment, enrollment, retention, and graduation of diverse students proportionate to their representation in the community served by the academic unit ○ Identify schools, programs, and majors (as appropriate) where additional specific steps should be taken to increase diversity ○ Increased international enrollment
<p>Discuss issues and strategies related to recruiting and enrolling Hispanic students</p> <p>Topics from August meeting of Hispanic community leaders with Dean Plater</p> <ul style="list-style-type: none"> ○ Economic Development ○ Support of La Plaza as community organization ○ Educational Pipeline 	ES for educational pipeline Solution Center for other issues	<ul style="list-style-type: none"> ○ Promotion of importance of education in K-12 and preparation for college ○ Expanded recruiting efforts, including additional materials in Spanish ○ Scholarships and aid ○ Immigration status issues for undocumented students 	February 2006	<ul style="list-style-type: none"> ○ Planning Meeting to be scheduled in October ○ Increased number of Hispanic applicants and admits ○ Increased yield rate for Hispanic students
Identify additional community partners to help	Urban League,			

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
promote diversity at the university	WESCO, others			

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;

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Coordinate with activities of the Council on Lifelong Learning, Center for Teaching and Learning, and academic units	EMC, Council on Lifelong Learning, Center for Teaching and Learning, and academic units		December 2006 and ongoing	<ul style="list-style-type: none"> ○ Increased flexibility in course offerings in terms of method of delivery, need for visits to campus, and calendar ○ Increased number or percentage of courses offered via distance technology ○ Increased number of departments/programs offering courses via distance technology ○ Increased number of certificate options and related packaging of courses in groups shorter than those leading to formal credentials such as certificates or degrees ○ Expanded use of technology ○ Expanded opportunities for experiential learning

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Promote Accelerated Improvement Process (AIP) by sharing outcome reports	Units participating in AIP	Successful use of AIP	Ongoing	Regular reports to EMC and other groups on successful use of AIP
Establish performance indicators for student support services units	New Group appointed by T. Banta (subset of APPC)			Identification of appropriate performance indicators

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**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Develop training process for academic unit staff to utilize available resources for information to drive enrollment management decisions.	EMC and IMIR	See 1 & 2 above	Ongoing	Specific enrollment targets and campus enrollment capacity established and review, calibrated annually

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

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Continue development of the Communications Calendar http://registrar.iupui.edu/emc for both central and school-based communications	Enrollment Services offices and academic units	Sharing of sample communications and dates sent or made available on the Web	Ongoing. Initial calendars publishing Summer 2005	Compilation and distribution of central and school-based communications calendars
Conduct communications audit of information provided to prospective and admitted (not yet enrolled) students	EMC Communications subcommittee, Enrollment Services consulting with academic units	Samples of communications from ES offices and from academic units	December 2005	Completion of audit and compilation of list of communications/publications
Solicit student input	EMC consulting with Campus and Community Life and student leadership	Student satisfaction survey and student focus groups	Ongoing	<ul style="list-style-type: none"> • Regular input from students and increased level of satisfaction expressed by students on communications received from the university • Use of new performance indicators (see 7 above)

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

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Continue to promote interactions among the enrollment management related groups	All EMC-related groups and academic units <ul style="list-style-type: none"> • EMC • Transfer student task force • Council on Retention & Graduation • Graduate Affairs Recruitment Committee • APPC • Strategic Scholarship Coordinating 		Ongoing	<ul style="list-style-type: none"> • Clear assignment of responsibilities between and among the groups • In order to avoid unnecessary duplication of effort or missed opportunities, better coordination among EM-related groups of recruitment activities and communications with current students • Provision of a combined briefing report on the overlapping work of these groups to Faculty Council and campus administration

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
	<ul style="list-style-type: none"> committee • FASPAC • Ivy Tech Transfer Group • Gateway Group • UG Recruitment Group • Multicultural Recruitment Group • Orientation Advisory Committee • Council on Lifelong Learning 			

Cutting across all of these:

- Identification and promotion of best practices
- Development of benchmarks and setting interim and longer-term goals
See especially 2 and 7 above
- Assessment of continuing student satisfaction and success
- Use of new Student Support Services Performance Indicators (as they become available)
- Assessment of alumni to determine student success

November 18, 2005