MISSION
The following offices comprise the Division of Enrollment Services:
- Undergraduate Admissions
- Diversity Access and Achievement
- Registrar
- Office for Veterans and Military Personnel
- Student Financial Services
- Student Scholarships
- IUPUI & Ivy Tech Office of Coordinated Programs (Passport)

The mission of Enrollment Services is to enhance the quality of the IUPUI student body and the overall educational experience by

- Cultivating, recruiting, admitting, and enrolling well-prepared undergraduate students from diverse backgrounds;
- Supporting students with scholarships (undergraduate) and financial aid services (undergraduate and graduate);
- Providing efficient systems, resources and services to assist students in their interactions with the university.

The vision of Enrollment Services is to contribute to establishing IUPUI as a premier destination for individuals from diverse backgrounds to interact within an urban environment. The offices seek to provide services of the highest quality to prospective and enrolled students through coordinated services within a courteous, welcoming environment that ensures that the campus both attracts and retains IUPUI's desired student population.

Enrollment Services is committed to providing timely and accurate data and efficient systems, resources and services to help faculty and staff perform the work of the university.

GOALS
1. Effectively cultivate, recruit, admit, and enroll a well-prepared and diverse student population to meet the criteria of IUPUI’s enrollment management plan. Work with academic units to help retain students and to improve the probability of student graduation, optimally within 4 years.

1-a. Guide development of the IUPUI enrollment management plan
Campus Planning Theme: Teaching and Learning; Civic Engagement; Collaboration; Best Practices
Actions taken:
- Enrollment Services continued to provide leadership for IUPUI’s Enrollment Management Council (EMC). This council is charged with implementing a sustained, systematic, campus-wide process to manage our enrollments through an information-based plan that
  - matches unit goals with the campus mission
  - coordinates discrete activities across academic and administrative units;
  - monitors progress; and
  - adjusts plans in light of evolving state and community needs.
- In 2010-11 the Enrollment Management Council’s primary focus for the year was:
  - 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.

• From Admission to Graduation: Coordinating and Improving Progression to Graduation
  • In collaboration with the Council on Retention and Graduation, identify and implement strategies to improve the probability of graduation, optimally within 4 years.

In support of this focus, council activities included:
• Coordination of initiatives focusing on prospective and continuing students, especially in the area of recruitment and in communications and marketing. Effective communication is essential in serving all student populations and contributes to retention efforts. One example of this was a presentation on Admissions Yield and Conversion Benchmarking. This information and resulting discussion helped place the success of IUPUI’s recruiting efforts in context by comparing our data with that of other public institutions for Fall 2009 and 2010. We also continue to promote the use of new communication tools such as uTalk with targeted populations.
• Provision of data and improved access to data sources for use in planning, performing, and evaluating school-based and campus-level recruitment, enrollment tracking, and student support activities. Examples included a presentation on Understanding the Fall 2010 First-Time, Full-time Cohort and a second presentation on Longitudinal Changes in Enrollment Patterns and Retention Rates.
• Exchange of information among schools and offices on effective practices for recruiting and serving new and continuing students, including addressing diversity in all aspects of our activities. An example included a presentation on the survey results of the attitudes and levels of satisfaction of our International students in comparison with those attending other institutions.
• Discussion of enrollment management-related issues and, where appropriate, development of recommendations for action within the academic units or at the campus level. Examples included two joint summits with the Council on Retention and Graduation. The first focused on ways to improve IUPUI retention and graduation rates while the second addressed the Academic Roadmap, how to incorporate the e-Personal Development Plan (e-PDP) into the Roadmap, and the Early Warning System.
• For more about the Enrollment Management Council, visit the EMC Website and read the 2010-11 EMC Annual Report
• Enrollment Services continued to provide leadership for IUPUI’s Academic Policies and Procedures Committee (APPC)
  • APPC performs much of the detail work in the development, implementation, and monitoring of student-related academic policy. The committee also provides a valuable forum in which members can raise issues and learn from the experience of other units. Finally, APPC plays a key role in the review of proposals for new degrees, certificates, and minors.
  • In 2010-11, APPC reviewed and recommended proposals for university approval and implementation of three new undergraduate degrees, two new certificates, one new minor, and three new sub-plans as additional options for IUPUI students. APPC also endorsed a change of name for an academic department and for two undergraduate degrees.
• Enrollment Services continued to provide leadership as IUPUI’s representative to the State Transfer and Articulation Committee (STAC). Enrollment Services worked with the schools and provided staff support in the development of the articulations of associate degrees at Ivy Tech State College and Vincennes University to baccalaureate degrees at IUPUI. STAC also oversees TransferIN, a website through which students can see how courses will transfer and apply toward meeting degree requirements at different Indiana institutions. More information on IUPUI’s work with transfer students appears in sections 1-c and 1-d below.
Evidence of Progress\textsuperscript{1}:

Enrollment

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads</td>
<td>28,979</td>
<td>28,860</td>
<td>-119</td>
<td>-0.4%</td>
</tr>
<tr>
<td>Credits</td>
<td>327,243</td>
<td>327,965</td>
<td>722</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads</td>
<td>1,651</td>
<td>1,715</td>
<td>64</td>
<td>3.9%</td>
</tr>
<tr>
<td>Credits</td>
<td>17,873</td>
<td>17,963</td>
<td>90</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heads</td>
<td>30,566</td>
<td>30,530</td>
<td>-36</td>
<td>-0.1%</td>
</tr>
<tr>
<td>Credits</td>
<td>345,116</td>
<td>345,928</td>
<td>812</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Official totals are adjusted for dual enrollments between Indianapolis and Columbus (64 students in 2010 and 45 in 2011). Credit hours are not affected.

\textsuperscript{1} As much of the work of Enrollment Services offices is geared toward serving students in the coming year (recruiting and admissions, packaging financial aid, etc.), Fall 2011 data generally are used throughout the report as measures of those activities/evidence of progress unless otherwise noted.

- With 30,530 students IUPUI (Indianapolis and Columbus combined) recorded its second-highest headcount on record in 2011, down 36 from the record count last year. Before this year we had three successive Fall record enrollments.
- With 345,928 credits, 2011 is IUPUI’s 16\textsuperscript{th} consecutive record for Fall credit hours.
- 75.9\% of IUPUI’s degree-seeking undergraduates were full-time in Fall 2011, another record, topping last year’s 74.9\%. In the Fall of 2000, 59.1\% of degree-seeking undergraduates were full-time.
- Continued implementation of Constituent Relationship Management tool known at IUPUI as uTalk and subsequently adopted by the larger IU system as Lifetime Constituent Communications. More details appear in 1-h below.
- As part of the university-wide Business Intelligence Project, the Office of Undergraduate Admissions worked with members of Information Management and Institutions Research (IMIR), University Institutional Research and Reporting (UIRR), University information Technology Services (UITS), and IU-Bloomington’s Office of Enrollment Management (OEM) to establish specifications for the “enrollment funnel” data set—a unified data set of application, admission, and enrollment data across multiple years that will provide the basis for enrollment reporting (both operational as well as summative) throughout the university system.
- Provision of training and reports are noted elsewhere in the report.
- See below for activities carried out in support of EMC and APPC and additional evidence of progress in recruitment, admissions, financial aid, and enrollment.

Activities planned:
- Continue activities promoting the recruitment, admission, and enrollment of desired populations.
- Continue work on implementation of uTalk. Communications with current students will be added as the implementation progresses which will make the tool more available to the schools.
- Provide continued timely review of proposals for new degrees, certificates, and minors.
• Working with Information Management and Institutional Research (IMIR) and others, continue emphasis on and expand availability of use of student data in planning and assessment by academic units and central units.

• Completion of Enrollment Management Council and APPC projects, whether developed from EMC and APPC priorities, the Academic Plan, or the RISE Initiative.

• Other activities planned in recruitment, admissions, financial aid, and record management are described below.

1-b. Institute targeted recruitment activities that result in an improved academic profile of entering students

Campus Planning Theme: Teaching and Learning; Campus Climate for Diversity; Collaboration

Actions taken:

• Admissions supported IUPUI’s participation in 22 business and community festivals and fair events this year. This included our participation in events such as the Chinese Festival, FFA national convention, the International Festival, Wow, That’s Engineering, and Indianapolis Indians Baseball and Education.

• Enrollment Services offices partnered with a number of local schools and organizations to provide information and support to students in the college planning process. These collaborations are described in sections 1-h and 3-a of this document.

• Admissions and Student Scholarships collaborated with the IUPUI Honors College to develop a joint recruitment plan as well as host honors-specific events, including two JagDays. The three units partnered to conduct coordinated mailings and outreach to support the recruitment of high ability students. In addition, they collaborated on establishing an Assistant Director for Scholar Recruitment which was filled in late 2009. This position focuses on the recruitment of Honors and near-Honors eligible prospects to the campus and reports and is managed via the Office of Undergraduate Admissions.

• Admissions increased the number of scholarship, work study and hourly students employed by the office to support retention and integrate a student perspective into the office culture. As part of the Enrollment Shaping Initiative, the office was able to recruit 41 new Non-Resident Service Scholars to the campus in Fall 2011. The office continues to work with the Non-Resident Service Scholars who volunteer time to the Office of Undergraduate Admissions as a condition of their scholarship, however, the criteria for the eligibility of these students was increased. In addition, the office has increased its oversight of these students with the goal of increasing the retention and graduation the Non-Resident Service Scholars.

• Continue to purchase and manage a communication and recruitment plan for Phi Theta Kappa students around the United States. PTK is the honor society for community colleges and members are strong candidate for admission to IUPUI.

• Admissions continued its partnership with External Affairs to administer an Alumni Student Recruitment program. Admissions provided office space and supplies for a .5 FTE funded through External Affairs to work with IUPUI alumni to assist in recruitment initiatives. Alumni hosted freshman send-off receptions in South Bend and Evansville in the Summer of 2011 for new students starting at IUPUI in the fall semester.

• Continued to host a successful breakfast program for high school counselors that highlights new initiatives of the university (e.g., RISE, the IUPUI Honors College, the Office of Diversity Equity and Inclusion).

• Redesigned the Counselor Connection to expand its audience to include members of the Jaguar Alumni Groups. Articles highlighted the activities of alumni as well as important information for high school guidance counselors. The new version was simply called The Connection.

• Expanded IUPUI’s overnight visit program, attracting some 130 during the 2010-11 season for prospective students to come and stay for an evening with a current student and learn more about campus life. Redesigned the program to make it easier to manage the visitors. This was nearly double the 72 prospective students who participated in 2009-10.
• Admissions worked with the university’s Articulation & Transfer Committee to comply with new state legislation to ensure that any Advanced Placement (AP) score of 3, 4 or 5 will receive credit at IUPUI.
• In 2010, Admissions piloted a “drive-in-fly-in program” for students admitted from out-of-state recruiting territories. The program partially reimbursed the students for their travel costs to visit campus. Of the ten students who participated in the program, six of them enrolled for a 60% yield. Based on this success, we expanded the program for 2011 and appear to have a yield between 70-80%.
• In spring 2011, the Admission Standards Committee met to review our current standards and establish those that would be used to admit the fall 2012 class. A decision was made to slightly increase the standards and reduce the size of the Summer Success Academy to enroll 150-200 students. This compares with 287 in the Summer of 2011.
• At the request of the Executive Vice Chancellor, Admissions again expanded its recruitment plan in support of the IUPUI Enrollment Shaping Initiative. In addition to broadening its Indianapolis-based recruiting efforts in California, Chicago, Cincinnati, Louisville, Southern Michigan and Detroit, IUPUI has created regional recruiters in the Chicago region to focus on increasing our yield from the Chicago-Milwaukee area and on the West Coast to focus on increasing out yield from California and other West Coast states.
• Admissions staff attended all National Association for College Admission Counseling (NACAC) college fairs and conducted college visits in all cities hosting these fairs. This expansion was imperative to counter the effects of a declining economy and retain as well as grow our non-resident numbers.

Evidence of Progress:
• Participation in the Summer Success Academy (formerly the Summer Preparatory Program or the Summer Preparatory Program in Mathematics) has grown from 63 students in 2007 to 287 in 2011. Enrollment in this program is required for applicants who in the past would have been admitted conditionally. Successful completion of the Success Academy is now required for these students to be admitted for the fall.
• Admissions participated in 746 college fairs and high schools visits in 2010-2011, representing the largest number college fair and high school visits in which IUPUI has participated. This compares to 583 total high school visits and college fairs attended during the prior year.
• The Office of Campus Visits again hosted more than 11,000 prospective students and guests this year, despite not being able to offer one of its largest events, Step onto Campus, this year due to changes in the way the state scheduled iStep testing. Despite this change, the office increased the numbers of students and guests served beyond the total served in the past two years. In addition, the office continued to offer more personalized visit options rather than large impersonal events. The result was an increased participation by prospective students in Overnight Visits, Fall Fest and Spring Previews while reducing the overall costs of these events.

<table>
<thead>
<tr>
<th>Program</th>
<th>Students and/or Guests</th>
<th>2008-9</th>
<th>2009-10</th>
<th>2010-11</th>
<th>1 yr Δ</th>
<th>2 yr Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Tours</td>
<td>S+G</td>
<td>4,273</td>
<td>5,005</td>
<td>5,344</td>
<td>7%</td>
<td>25%</td>
</tr>
<tr>
<td>Group Tours</td>
<td>S</td>
<td>4,255</td>
<td>4,005</td>
<td>3,924</td>
<td>-2%</td>
<td>-8%</td>
</tr>
<tr>
<td>JagDays</td>
<td>S+G</td>
<td>823</td>
<td>712</td>
<td>844</td>
<td>19%</td>
<td>3%</td>
</tr>
<tr>
<td>Overnight Visits</td>
<td>S</td>
<td>22</td>
<td>61</td>
<td>130</td>
<td>113%</td>
<td>491%</td>
</tr>
<tr>
<td>Step Onto Campus</td>
<td>S</td>
<td>1,555</td>
<td>656</td>
<td>0</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Fall Campus Event</td>
<td>S</td>
<td>498</td>
<td>143</td>
<td>580</td>
<td>306%</td>
<td>16%</td>
</tr>
<tr>
<td>Spring Campus Event</td>
<td>S</td>
<td>1,004</td>
<td>105</td>
<td>266</td>
<td>153%</td>
<td>-74%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>11,030</td>
<td>10,686</td>
<td>11,088</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Total w/o Step</td>
<td></td>
<td>7,543</td>
<td>7,912</td>
<td>8,669</td>
<td>10%</td>
<td>15%</td>
</tr>
</tbody>
</table>
The Office of Campus Visits designed and implemented a “City Tour” as part of integrating the city into our recruitment plan. Initial reviews of the City Tour have been extremely positive and we are expanding its use for Saturdays throughout the 2011 summer.

Supporting the goals of the Enrollment Shaping Initiative, (ESI) increased the number of ESI-eligible Non-Resident Domestic Freshmen by 42 students (79%) over the baseline year of 2006. When Non-Resident International Freshmen are included, the increase since 2006 is 100 students and represents a 117% increase over the 2006 benchmark year.

When reporting on the effectiveness of the Enrollment Shaping Initiative with regards to generating increased non-resident tuition, we must look not simply at non-resident students, but those who actually generate non-resident tuition. For example, the students in the Histotechnology program are mostly from outside of Indiana, but pay the same flat fee as Indiana residents. As a result, the information below indicates the number of students who are generating non-resident tuition.

### New Domestic ESI-Eligible NR Freshmen for Fall Semester

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Credits for Fall Semester</th>
<th>Total Heads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>726</td>
<td>53</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>694</td>
<td>50</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>883</td>
<td>67</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1,061</td>
<td>77</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>1,211</td>
<td>86</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>1,293</td>
<td>95</td>
</tr>
</tbody>
</table>

The total number of ESI-Eligible Non-Resident students increased by 421 heads (80%) over the baseline year of 2006. This represents an approximate increase in ESI eligible Non-Resident credit hours from these students of 5,903.5 (92%) over baseline year of 2006.

### Total Undergraduate ESI-Eligible NR Enrollment for Fall Semester

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Credits for Fall Semester</th>
<th>Total Heads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>6,439</td>
<td>529</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>8,088</td>
<td>667</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>10,506</td>
<td>821</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>11,642</td>
<td>898</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>11,739</td>
<td>901</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>12,342.5</td>
<td>950</td>
</tr>
</tbody>
</table>
Unless otherwise noted, the following data are Fall 2011

**Beginner Applicants and Admits**

- IUPUI was down 5.9% in applications and up 6.5% in admitted beginning students over last year’s record totals. However, the 2010 year included an artificial increase in applications due to College Go! Week in which college and universities across the state waived application fees for a week in October 2009 for students beginning their studies in 2010.
- IUPUI continues to attract highly qualified students. The number of admitted students in the top 10% of their high school class accounted for 18.2% of the admitted class. Those in the top one-third of their class also increased and constitute 66.3% of the admitted class.
• The average SAT for admitted beginners is 1018, down 13 points from 2010. The average high school rank for admitted beginners decreased 1 point to 71 percentile. However, the numbers from last year’s admits were influenced by the *College Go! Week* initiative.

• IUPUI recorded the highest number of students sending Advanced Placement (AP) score results to the campus with 1,190 students sending 1,913 separate AP score results. This is an increase of 118 students (+11.0%) and 226 scores (+13.4%) over last year. The number of AP scores has increased steadily in recent years: in 2003 268 students sent 390 separate AP scores.

**Newly Enrolled Freshmen**

• Enrollment by beginning freshmen was up 159 heads (+6.1%).

• Enrollment by beginning freshmen of color was up 19.3% over last fall. Minority students constitute 25.2% of our entering beginners this year compared with 22.4% last year. The largest growth was in Hispanic/Latino students, up 60.7%.

• The average high school GPA for matriculating beginners (3.29) remains essentially unchanged from 2009 (3.30) but still represents an increase from 2007(3.18).

• The enrollment of beginning students at IUPUI, with a converted SAT/ACT score of 1300+ increased by 12% and now totals 149 students.

**Transfer Students**

• Transfer* applicants were up 189 heads (+5.6%) and transfer admits were up 168 (+7.5%) over Fall 2010. The number of transfer students who enrolled was up 151 heads (+11.0%) over last year.

*Students transferring into the campus from outside of the IU system.

**Activities Planned**

• Hold off-site high school counselor breakfasts to reach out to counselors in our primary non-resident markets.

• Further establish the [regional recruiters](#) in their areas.

• Review freshman admission standards for 2013 in Fall 2011 to increase our requirements to admit better prepared students while maintaining diversity and meeting enrollment goals.

• The Office of Undergraduate Admissions, along with the [Office of International Affairs](#), has devised a 7-10 year plan to increase the number of nonresident undergraduate students enrolled on the Indianapolis campus by 2,000 students. This would represent a tripling of undergraduate nonresident enrollment. Activities for the Office of Undergraduate Admissions include:

  o Partnering with [Royall & Co](#) to increase the number of prospects received via test scores and other potential lead sources.

  o An emphasis on increasing our yield on transfer admits from out-of-state community colleges.

  o An expansion of our recruitment partnerships to better integrate our academic units. This will include expanding the use of uTalk to include some academic units in 2011-12.

**1-c. Implement services that attract well-qualified transfer students to IUPUI**

**Campus Planning Theme: Teaching and Learning**

**Actions taken:**

• Admissions partnered with the Office of International Affairs, the Purdue School of Engineering and Technology, and the Kelley School of Business to continue outreach to community colleges in the Seattle area to recruit international students who are studying in the Seattle community colleges with increased success.

<table>
<thead>
<tr>
<th>Status</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>14</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Admits</td>
<td>11</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td>Enrolled</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>
• Admissions collaborated with the Office of Diversity, Equity and Inclusion and the Purdue School of Engineering and Technology to develop and recruit the Engineering Dual Degree Program in collaboration with the Atlanta University Center. The program will focus on attracting students from 3 HBCUs in the Atlanta area (Spelman, Morehouse, and Clark-Atlanta) to transfer to IUPUI after 2-3 years to complete an engineering degree in addition to their HBCU degree.
• Admissions increased its collaboration with the Ivy Tech Community College and Vincennes University. Recruiters visited campuses of those institutions.
• The Offices of Undergraduate Admissions, Student Financial Services, and Diversity Access and Achievement, in collaboration with University College, worked with the administration of Ben Davis University High School and Vincennes University to assist them in better advising and placement of students at IUPUI. BDU students have been transferring in an average of 89 credits to IUPUI from Vincennes.
• The Office of Undergraduate Admissions also worked with SPAN and the administration of Crispus Attucks Medical Magnet High School to better recruit CAMMHS students to IUPUI. Through an on-site admission program and intensive counseling, IUPUI has been effective in increase our yield on these students for Fall 2011, bringing in 16 students (we would have had 19 had the legislation regarding undocumented students not gone into effect).
• See also 1-d below

Evidence of Progress:
• 1,642 new external transfer students enrolled at Indianapolis in the Fall of 2011. This is an increase of 160 heads (+10.8%) over last year. This population includes transfers enrolled this semester who started with Indianapolis in the Summer of 2011. The primary reasons for this growth include:
  • Improved processing of transfer students
  • Increasing numbers of students coming from Indiana 2-year institutions
  • Increasing numbers of students transferring to IUPUI from 4-year institutions
• Minority transfer admits were up from last year, accounting for 28.1% of all external transfer admits in 2011 compared with 20.2% in 2010.
• See also 1-d below

Activities Planned
• Continued review of transfer recruitment—both in-state and out-of-state—to better understand the shifting patterns of IUPUI’s transfer recruitment pool. This is essential with the enrollment goals outlined above for increasing nonresident recruitment.
• Expansion of communication streams to students IUPUI defers to Ivy Tech Community College with a goal of improving the number who complete the requirements of the deferral program (known as Partners) and subsequently enroll at IUPUI. For more on transfers from Ivy Tech, see 1-d below.
• Beginning with Summer 2012 applications, freshman applications who do not meet our admission standards will be required to complete 26 transferable 100-level or higher credit hours with a 2.0 GPA or higher. This replaces the current IUPUI-Ivy Tech Partners contract that requires 15 transferable hours with a 2.0 in specific courses.
• Support the schools in development of additional articulations with Ivy Tech and Vincennes.
• The Office of Undergraduate Admissions contracted with HelpNet to create a new credit transfer website that would be more user-friendly for prospective and current students as well as university advisors. We intend to go live with this tool by January 2012.
• The State of Indiana purchased access to the Transfer Equivalency System (TES). The Office of Undergraduate Admissions had previously purchased this access independently. As part of this technology, we are investigating the possibility of using the TES to route courses to departments for departmental approval.
• In collaboration with University Student Support Services (USSS), University Information Technology Services (UITS) and IU-Bloomington’s Office of Enrollment Management (OEM), the Office of Undergraduate Admissions is reviewing technology within the OnBase* system which may enable us to “read” imaged documents and collect data from them. If this technology proves workable, it may decrease the cost as well as response times for the review of transfer credit from our most commonly encountered colleges.
* OnBase is a document management system used by multiple departments for data retrieval/review, scanning and imaging, document indexing/import/printing and administrative reporting.

• See also Ivy Tech below

1-d. Facilitate transfer of students from Ivy Tech Community College

Campus Planning Theme: Teaching and Learning; Collaboration; Civic Engagement

Actions taken:

The Office of IUPUI and Ivy Tech Coordinated Programs (Passport) took the following actions in 2010-11

• Arranged IUPUI school-specific advising and information sessions for students in the 2+2 articulations programs. These articulation agreements map the courses taken as part of an associate degree at Ivy Tech to the appropriate baccalaureate degree at IUPUI, allowing the student to make a smooth transition between the two institutions by maximizing the number of transferable Ivy Tech courses that satisfy IUPUI degree requirements.

• Advertised the availability of the Passport to IUPUI Scholarship to Ivy Tech through electronic and print communication pieces.

• Worked with Ivy Tech Student Services to host programs for Ivy Tech student groups that would connect them with the equivalent group at IUPUI. This included academic and social activities for co-curricular and honorary organizations.

• Facilitated strategic planning for attracting Ivy Tech graduates for IUPUI schools including Engineering and Technology, Liberal Arts, and the School of Public and Environmental Affairs (SPEA).

• Participated in numerous educations fairs and community events providing information on Passport as well as both institutions.

• Coordinated Ivy Tech visits for IUPUI schools both in out of the classroom for student transfer advising and recruitment.

• Hosted Ivy Tech Community College student groups for five campus visits including providing tours and enrollment counseling.

• Worked with faculty in completing five new articulation agreements between Ivy Tech Community College and IUPUI.

• Provided comprehensive transfer advising for 1,938 Ivy Tech students via face-to-face sessions, email, phone and IM.

• Assisted the IUPUI Office of Student Scholarships and the IUPUI schools in identifying students eligible for the Passport to IUPUI Scholarship.

• Held Annual Passport Breakfast for administration, staff and faculty. This setting allows sharing of data as well as joint development of strategies for the coming year.

• Facilitated the application process for 464 IUPUI guest students at Ivy Tech Community College.

• Maintained an up-to-date listing of transferrable courses and degrees on the Passport Website.

• Created partnership dialogue for Academic Units as well as service units around matters such as: service learning and civic engagement, international, honors, career services, Trio programs, and student engagement.

• Participated in IUPUI orientation programs for incoming transfer students.

• Hosted Ivy Tech Community College student groups at signature IUPUI diversity events such as the annual Martin Luther King Dinner, the Caesar Chavez Dinner and the Harvey Milk Dinner.

• Created or updated advising check sheets for each articulation.
• Participated in campus committees at both institutions representing the needs of Ivy Tech to IUPUI transfer students.

Evidence of Progress:
• In the Fall of 2010, a record 3,267 students who previously attended Ivy Tech-Indianapolis were enrolled at IUPUI. This is 464 more students than attended the previous year (+16.6%). These students transferred an average of 26 credits each, another record, up from 23.5 credits in Fall 2009. By comparison, in the Fall of 1993, less than one out of five new students entering IUPUI who had previously attended Ivy Tech-Indianapolis presented any transfer credit and those who did averaged just under five credits. Today, almost 100% (99.6%) of Ivy Tech-Indianapolis transfers present transfer credit.

![Number of Students and Credit Hours](image)

• The number of new transfers from Ivy Tech jumped from 407 in the Fall of 2009 to 519 in 2010, an increase of 27.5%. These students transferred an average of 37.4 credits each, up from 34.1 credits for new transfers the year before.
• Thanks to our course articulation agreements with Ivy Tech-Indianapolis, about 75% of credit hours transferred are articulated toward distributed credits. In comparison only about 60% of transferred credit hours are articulated toward specific course credits for students from IUPUI's other major feeder institutions with the exception of Ivy Tech - non Indianapolis.

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Distributed Credit</th>
<th>Undistributed Credit</th>
<th>Percent Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivy Tech-Indianapolis</td>
<td>19,496</td>
<td>14,665</td>
<td>4,831</td>
<td>75.2%</td>
</tr>
<tr>
<td>Ivy Tech - non Indianapolis</td>
<td>6,013</td>
<td>4,278</td>
<td>1,735</td>
<td>71.2%</td>
</tr>
<tr>
<td>Purdue, WL</td>
<td>5,814</td>
<td>3,368</td>
<td>2,446</td>
<td>57.9%</td>
</tr>
<tr>
<td>Ball State</td>
<td>3,960</td>
<td>2,430</td>
<td>1,531</td>
<td>61.4%</td>
</tr>
<tr>
<td>Indiana State</td>
<td>1,783</td>
<td>1,107</td>
<td>676</td>
<td>62.1%</td>
</tr>
<tr>
<td>Vincennes</td>
<td>3,484</td>
<td>2,215</td>
<td>1,269</td>
<td>63.6%</td>
</tr>
</tbody>
</table>

Distributed credits allow for easier academic planning and advising as the specific IUPUI courses to which they equate can more readily be used by students and advisors than can “undistributed credits” which are courses deemed worthy of transfer to IUPUI, but for which a specific comparable course may not exist or be available for transfer. Such courses require additional review by the schools to determine where they might be used to meet curricular requirements.
• See 3-a below for additional information on the additional diversity Ivy Tech transfers have brought to IUPUI.
Activities Planned:

**Recruitment**
- Continue to work with the academic units to identify and carry out effective recruitment strategies for their school.
- Host IUPUI academic units at Ivy Tech for weekly recruitment tables and track number of students served.
- Coordinate Ivy Tech visits for IUPUI schools both in and out of the classroom for student transfer advising and recruitment.
- Develop a plan for outreach to incoming students with the IvyTech K-12 program that would allow dual credit students to plan for their IUPUI education while in high school.
- Create programming for equivalent Ivy Tech and IUPUI student groups to get-togethers on the IUPUI campus.

**Student Services**
- Maintain a presence for student services at both campuses as a resource for campus professionals.
- Actively participate in advising meetings and in-services in order to maintain continuous training for advising professionals about the Passport program.

**Partnerships**
- Continue to develop partnerships with the Student African American Brotherhood/Sisterhood (SAAB/SAAS) programs, Latino Student Association, and Black Student Union to increase the connection between minority student groups at both institutions.
- Work with the new Associate and Assistant Directors of the IUPUI Multicultural Success Center to include Ivy Tech students in diversity programming at IUPUI.
- Work with the Office of Student Involvement to increase programs and opportunities for Ivy Tech students to participate in co-curricular activities at IUPUI.
- Facilitate continued discussions with International Programs at Ivy Tech and IUPUI to maximize the power of the two institutions to increase student exposure to international experiences.

**Academic**
- Work with academic units at both institutions to create additional and updated articulation agreements.
- Establish a program articulations database that will manage the timely renewal of agreements as well as catalog all current 2+2 programs.

1-e. **Support transition of veterans and military personnel into IUPUI**

**Campus Planning Theme:** Teaching and Learning; Best Practices; Campus Climate for Diversity; Civic Engagement

**Actions taken:**
- During the Veterans Week, OVMP held the first ever Armed Forces Appreciation Luncheon on campus. Veteran students, faculty and staff were all invited and three fellow Veteran faculty/staff spoke on what it means to them to be a veteran in higher education. Feedback was overwhelming positive; faculty and staff were very grateful to be recognized on campus for their service. There was additional programming throughout this week, made possible by collaborating with various offices across campus.
- OVMP hosted its Grand Opening for the new office in the Campus Center in October of 2010 along with various outreach and recognition events through the year. Training was held for faculty and staff
on campus, bringing together a student panel, VA mental healthcare providers and the American Council on Education to discuss the needs of student veterans on a college campus.

- Planning continues in providing student veterans with orientation sessions tailored to their needs and backgrounds. Collaboration with University College resulted in student veteran focus groups to assess their specific needs on campus.
- OVMP received a grant for over $49,000 to create a model program, boosting the academic success of student veterans, veteran families, and other military personnel. The initiative will begin with the Purdue School of Engineering and Technology as the unit that attracts the largest number of veterans on campus. The program will include focus and research groups with veterans from Engineering and Technology to determine what is needed on campus for them to succeed. Other initiatives will include creating program-level articulations, coordination of an engineering and technology student veterans’ organization and development of first-year seminars for student veterans interested in engineering and technology. The intent is to create a model program and demonstrate to other units on campus how it can benefit their students as well.
- OVMP maintains continued community outreach via representation at the annual Hire a Hoosier Vet job fair as well as serving on the Mayor’s Advisory Committee for Veterans. The current planning of the committee will culminate in a statewide Mayor’s Veterans Appreciation Day @ Military Park.

Evidence of Progress:
- Receipt of grant
- Successful move into renovated facility
- **Increase in number of veterans served**
- Collaborations undertaken

Activities planned:
- Continue to develop services and expand collaborations to serve veterans and their families with campus and other organizations

1-f. Expand communications efforts with prospective and current students through information available on Web, electronic and postal mailings, and in-person support

Campus Planning Theme: Best Practices

Actions taken:
- Expanded use of social networking to connect with potential students nationwide by using Facebook, Zinch, Cappex, Hobsons CollegeView, and Twitter.
- Expanded segmented communication stream that incorporates print, electronic, and phone media in targeted efforts to improve yield at all stages of campus prospect, applicant and admit pools. Increased segmentation allows for communications that more narrowly targets students with certain shared demographic characteristics and academic goals. See also 1-h below.
- Admissions supported mailings to prospective students from the Kelley School of Business, the Motorsports Technology program, the School of Science, the School of Journalism and the Music Technology program.
- Continued the “Refer a friend” feature to the Admission website so that third parties (e.g., alumni, faculty, and staff) can refer potential students to the campus.
- Undergraduate Admissions implemented a blog for new students.
- Continued to redesign Enrollment Services websites for navigability and additional content.
- Implemented student self-service through National Student Clearinghouse
  - Since December 2010, IU has been involved in and promoting NSC student self-service so students are able to print their enrollment verifications from the NSC self-service site. These services are free to the students as a result of our partnership with the NSC and the service is extremely
popular with students. 14,477 self-service documents were produced from December 2010 through June 2011.

- Implement course description project and make course descriptions available to students as they register for classes.
- Implemented a secure eText solution
  - The intent of this initiative is to control the cost of textbooks to students by charging only a course fee and it is expected this option will grow in popularity over the course of the next several semesters. This included verifying that the text was available, secure administrative initiation, approval, auto updates to the student information system, and textbook display to students.
- Complete the IUPUI web development and assure institutional compliance with Federally Required Disclosures
  - Under the regulations provided in the Higher Education Opportunity Act, colleges and universities are required to make a number of resources and data readily available to prospective and current students as well as to employees. The Registrar’s Office created an IUPUI website that provides links to the appropriate information.

Evidence of Progress:

- Through the use of social media such as Facebook, the announcement of new scholarships results in a significant jump in “post views.” Over the course of September, 2011, the Office of Student Scholarships recorded over 18,700 such views on its Facebook page. Scholarships had 1,708 “likes” recorded on its Facebook page as of the end of October, 2011. The site has 424 followers.
- Campus Visits served a higher number of students through on-campus programming. However, while the number of groups was smaller than last year, there was a significant increase in the number of prospective students coming on their own to visit campus. We continue to see students who walk in to the Admissions Center are usually non-freshmen, while those attending our scheduled tours and JagDays are predominantly freshmen. See section 1-b above.
- As planned, the Office of Admissions again saw a decrease in the number of “walk-in” traffic while increasing the numbers of students who are coming to the campus for recruitment programming (see note below). As noted below, the numbers of students “dropping in to our office” declined by 9% and those requiring help from a counselor declined by 16%. This is due to better pro-active communications with students as well as better delivery of information to students via the web.

<table>
<thead>
<tr>
<th>Activity</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Change from 2010</th>
<th>% of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk-ins:</td>
<td>15,883</td>
<td>14,527</td>
<td>-1,356</td>
<td>-9%</td>
</tr>
<tr>
<td>Students Counseled:</td>
<td>3,266</td>
<td>2,756</td>
<td>-510</td>
<td>-16%</td>
</tr>
</tbody>
</table>

- Admissions saw a decrease in the number of students calling in to the office. This is due to a better delivery of information online, better processing (and thus providing students with fewer reasons to call), and through proactive outreach.

<table>
<thead>
<tr>
<th>Activity</th>
<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>1 yr Δ</th>
<th>2 yr Δ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calls Offered</td>
<td>128,073</td>
<td>134,906</td>
<td>110,211</td>
<td>-18.3%</td>
<td>-13.9%</td>
</tr>
<tr>
<td>Calls Answered</td>
<td>102,155</td>
<td>105,420</td>
<td>88,677</td>
<td>-15.9%</td>
<td>-13.2%</td>
</tr>
<tr>
<td>Calls Abandoned</td>
<td>5,930</td>
<td>8,752</td>
<td>6,906</td>
<td>-21.1%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Night Service</td>
<td>12,135</td>
<td>8,887</td>
<td>5,952</td>
<td>-33.0%</td>
<td>-51.0%</td>
</tr>
<tr>
<td>Service Level</td>
<td>89.20%</td>
<td>84.70%</td>
<td>85.90%</td>
<td>1.1%</td>
<td>-3.4%</td>
</tr>
</tbody>
</table>
Activities Planned
- Expand use of uTalk, IUPUI’s Communication Relationship Management software (see 1-h below)
- Integration of more school-based recruitment units in our communication streams.
- Better use of JagAlerts (an electronic communication tool) to promote deadlines for admission and recruitment events.
- Continue to add information to Enrollment Services websites.
- Review current and new communication mechanisms and adjust as appropriate.

1-g. Work with schools to create updated IUPUI Bulletin
Campus Planning Theme: Best Practices
Actions taken
- In response to needs expressed by the 2012 Accreditation Committee, provided guidance and a mechanism for the inclusion of Student Learning Outcomes into the 2010-12 IUPUI Bulletin. This need came to light after the bulletin was already published, resulting in necessary outreach to each of the campus units, solicitation of appropriate feedback, and addition to the published bulletin.
- Course descriptions that are contained in the Bulletin were made available to students during the registration process.

Evidence of Progress
- Principles of Undergraduate Learning (PULs) and the RISE to the IUPUI Challenge information have been added to individual course descriptions in the Bulletin (sample)
- Course descriptions are available from within Registration.

Activities Planned
- Continue to work with schools on new version of Bulletin.

1-h. Develop new tools or processes to complete required tasks more efficiently
Campus Planning Theme: Best Practices
Actions taken:
Consolidated Relationship Management (CRM) Implementation
- Indiana University is engaged in a rolling implementation of a communications and data management tool (CRM) that allows easier tailoring of communications to specific populations as well as tracking all such communications by recipient via letter, email, phone, printed publication, postcard, and the web. This began with communications with prospective students and will eventually be used throughout a constituent’s entire “life” with the university, from prospect through alumni, as well as for other populations.
- Through use of CRM, Admissions expanded and refined its communications to target segmented populations of prospects, applicants, and admits. This allows more personalized and focused messages from the university. Admissions continued to be a leader in the implementation of CRM and worked with technical support offices to develop the enterprise-wide instance of the software and to integrate other offices (e.g., International Affairs, Engineering and Technology, Orientation) into the user-group.
- The Office of Undergraduate Admissions hired a new staff member to focus on the expansion of the CRM across the campus. To facilitate this, an implementation questionnaire has been shared with interested departments to determine their needs and scope for an implementation.
- Wrote the documentation and conducted multiple knowledge transfer sessions of the vendor’s database structures and the IU Security design to University Information Technology Services (UITS) and Student Enrollment Services Data Access Support (DAS) staff.
- Admissions will continue to look at ways of expanding the functionality of the CRM to include the use of “events” functionality to support the Office of Campus Visits as well as the inclusion of the product’s knowledge base (KB) to support a “virtual advisor” website to better answer the questions of
prospective students. In addition, Admissions will be investigating the new functionality implemented over the summer including the telephone campaigning module.

- The Registrar’s Office began discussions and data mapping in hopes of implementing Constituent Relationship Management (CRM) for enrolled students

**Administrative and/or Service**

**Cost Benchmarking and the Student Services Initiative**

- In 2010, the university embarked on an effort to identify potential cost savings. Admissions, Registrar, and Student Financial Services staff participated in the initial benchmarking process and the updating of business process inventories, collecting FTE estimates, reviewing academic unit data, analyzing and discussion results, etc. Other staff also became involved in the Student Services Initiative to outline all business processes with a goal of implementing a shared student service model. The SSI will carry forward to FY 2011-2012 and we will continue to be involved, engaged.

**“In House” Diploma Printing**

- A new, more timely and efficient process has been introduced for the processing and printing of Indiana University diplomas in less than half the time of the prior vendor and costs have been cut in half.

**Delivery of official transcripts in PDF format**

- All IUPUI students, both those currently enrolled as well as former students who attended many years ago, are now able to request transcripts on-line and have those transcripts delivered immediately via PDF. 3,252 transcripts were delivered during the past fiscal year and that number is expected to increase.

**Student Information System Maintenance and Processing**

- Continue development, testing, implementation of enhancements and delivered upgrades to the Student Information System (SIS)
  - Every staff member at the professional rank in the office of the Registrar along with two support staff participate in roughly eight system upgrades each year. Rough estimates would suggest at least 1800 Registrar hours are dedicated to this sort of routine system testing.
  - Assisted in OnBase testing to new version of the application
  - OnBase is a document management system used by multiple departments for data retrieval/review, scanning and imaging, document indexing/import/printing and administrative reporting.
  - Continue working on Business Intelligence projects that would lend themselves toward providing useful information to the campus for retention and graduation.
  - We have taken on a major role in developing BI reports. One of the Associate Registrars sits on the BI Task Force and has become instrumental in development and a recognized, relevant team player. Two of the highlights over the past year has been design of an enrollment waitlist dashboard and delivery of numerous Early Alert system reports.
  - Assisted the Office of University Institutional Research and Reporting in the updating and clarification of IU (IUPUI) CIP codes
  - U.S. colleges and universities use a common Classification of Instructional Programs (CIP) coding system to identify majors and degrees. This, in turn, allows accurate and consistent tracking and reporting of enrollments and degrees granted within fields that institutions have defined to a common code but which may have a variety of titles at the individual institutions.
  - The Office of the Registrar continues to co-lead system wide Student Records development/enhancement projects to the Student Information System. This level of leadership allows IUPUI priorities to be articulated and acted upon more promptly.
The Office of the Registrar continues to provide Student Information System support on a daily basis. This includes analysis and response to various student records, academic advising, course catalog, schedule of classes, enrollment appointment and enrollment/waitlist systems, transfer, test and other credit, and grade forgiveness problem reports submitted to the central IU Student Enrollment Systems (SES) area. If the issue cannot be resolved by the SES, it is raised to the functional office experts. Issues raised to this level typically require a great deal of detailed analysis and resolution by the experts in the area. As fixes are identified, each needs to be tested to assure no negative impact on other data or processes.

The Office of Undergraduate Admissions, in collaboration with the Academic Policies and Procedures Committee (APPC) and the Enrollment Management Council (EMC), established a process for the faster admission of visiting students coming for the summer only. This process allowed us to use self-reported data for an admission decision without requiring supporting documents. This process significantly reduced the response time for students applying for the summer only.

The Office of Undergraduate Admissions worked with University Student Support Services (USSS) to include more self-reported data on the online application to support research as well as the prioritization of applications based on academic records.

Office Management

The Office of the Registrar developed a reorganization strategy in light of three early retirements that resulted in reconfigured open positions to best meet IUPUI academic services needs
- Updated an existing open position to create a Business Services and Systems Analyst position, directly impacting the success of eWorkflow services to IUPUI students and academic units.
- Promoted an existing clerical staff member into this position and developed the skills and expertise. Reallocated an open clerical position to meet the growing needs of the Veterans receiving education benefits and the associated federally mandated tracking and reporting.

External Activities, Awards, and Appointments

In order to keep current with the latest best practices, Enrollment Services personnel are active in state and national professional associations, frequently serving as presenters at conferences and in leadership positions for the organizations. Of particular note in 2010-11:
- Chris J. Foley, the Director of Undergraduate Admissions, published the following:
  - Published Chapter on International Enrollment Management in the American Association of Collegiate Registrars and Admissions Officers’ AACRAO International Guide: A Resource for International Education Professionals
  - Published chapter on Working with International Alumni in NAFSA’s Guide to International Student Recruitment 2nd Edition. NAFSA is an association of international educators, including those working with recruitment and admissions of international students as well as study-abroad opportunities for U.S. nationals.
- Chris J. Foley also researched and presented on the impact of early college experiences on college success at 2 national conferences, 1 regional conference and prepared a presentation for the Indiana Commission for Higher Education (ICHE).
- Kathy Purvis, Student Financial Services in 2010-11, was President of the Midwest Association of Student Financial Aid Administrators which includes nine Midwestern states. Ms. Purvis served on the Board of Directors of the National Association of Student Financial Aid Administrators (NASFAA).
- Mary Beth Myers, IUPUI Registrar, along with the registrars from Stanford and the University of Connecticut, developed and presented the inaugural Registrar Forum at the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Technology conference. This forum is an accelerated program for seasoned Registrars targeting changes in our services and in the profession related to technology. It is expected to be conducted annually at the AACRAO Tech conference.
Associate Registrar, Carla Boyd, was elected to a 4-year term with the Indiana Association of Collegiate Registrars and Admissions Officers (IACRAO) and represented Indiana and IUPUI at the National Leadership Conference Annual meeting in Washington, D.C.

Registrar staff presented a session on Disney Service in a Remote World at IACRAO conference.

Associate Registrar, Carla Boyd, planned, coordinated, and conducted the statewide IACRAO Summer Workshop for 82 Registrar and Admissions clerical staff including staff from institutions across the state of Indiana.

Associate Registrar, Carla Boyd, was elected as a 2011-2012 Student Records Product Advisory Group member for the national Higher Education Users Group and Oracle.

Registrar staff attended and participated in the Student Records Product Advisory Group for Oracle & Higher Education Uses Group (HEUG) conferences.

- Presented: “Breaking Transcript’s Paper Bond: Record Relevance and Swift Delivery” (HEUG conference 2011)

Other involvement with professional associations includes:
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- Indiana Association of Collegiate Registrars and Admissions Officers (IACRAO)
  - On behalf of the association IUPUI continues to host the IACRAO website.
- National Association of Student Financial Aid Administrators (NASFAA)
- Indiana Student Financial Aid Association (ISFAA)
- Midwest Association of Student Financial Aid Administrators (MASFAA)
- National Scholarship Providers Association (NSPA)
- National Association for College Admission Counseling (NACAC)
- Indiana Association for College Admission Counseling (IACAC)
- Association of International Educators (NAFSA)
- National Collegiate Athletic Association (NCAA)
- Alliance (PeopleSoft/Oracle) Conference presenters

Enrollment Services staff also serve on numerous campus and all-university committees.

- Learning Environments Committee
- TEAM IUPUI
- Campus Day Event
- Physical Access Sub-committee
- Registrar Council
- Admissions LIT
- Academic Policies and Procedures Committee
- Enrollment Management Council
- Technology Deans
- University Calendar committee
- Various SIS Upgrade teams
- IUPUI Bursar Appeal Committee
- Recorder+, Academic Unit Reporting Group, SIS Student Records Team, SIS AA Team, SIS Campus Community Team
- Business Intelligence Committee
- CRM Committee
- Jaguar Academic Advising Association (JACADA)
- Bursar Appeal Committee
- Indiana College Network and Consortium for Urban Education Committee
- Physical Access Sub-Committee
- Learning Environments Committee, Campus Address Committee
- Diversity Committee
- Diversity Management Committee
- Behavioral Consultation Team
- Campus Center Partners
- Staff Council
- Black Faculty and Staff Council
- Human Resource Task Force
- Staff Affairs committee

- Enrollment Services offices continue to hire a large number of student workers and assist them in making meaningful connections between their IUPUI education and the job skills they will need after graduation.

Evidence of Progress:
- Use of latest “best practices” in office management and operations.
- Availability of operational data (numbers and frequency of transactions) for comparison.
- Business process evaluations and processes moved to new on-line “workflow” environment.
- Reduction in number of in-person visits to Enrollment Services offices required of students to conduct certain activities.
- Faster and more accurate loading of student data to the SIS environment.
- Faster and more convenient processing of drops, adds, and grade changes.

Activities Planned:
- Participate in the university’s Business Intelligence initiative to ensure that enrollment management data is included in the results of the working group.
- Continue to work with schools in loading curricular requirements to Academic Advisement Reporting environment.
- Continue to review processes in the light of available and new technology and make necessary and appropriate adjustments.

1-i. Increase Support for Academic Units
Campus Planning Theme: Teaching and Learning; Collaboration; Best Practices
Actions taken:

Enrollment Services offices provided advising, training, and systems support to IUPUI academic units, offices, and campus committees throughout 2010-11. ES offices worked with these units to simplify and improve administrative processes and systems through more efficient, detailed, and timely sharing of data and other resources.

While the work of other Enrollment Services offices in of the IUPUI community appears in other sections of this report, the following summarizes the efforts of the Office of the Registrar for 2010-11.

- The Registrar’s Office continued to concentrate on the growth and development of the academic unit Recorder+ group, focusing on timely, coordinated and informative communications on topics that directly impact student admission, retention, and graduation. Updated Recorder+ website and available services.
- Continue to review and improve communications, training and documentation with campus constituents.
- Updated the Department Chair and Schedulers Communications and support services.
- Trained new Recorders and Assistant Recorders for School of Social Work, Labor Studies, School of Library and Information Science, and SPEA.
- Worked with Student Financial Services to identify business process support for Intercampus Transfer students and the touch points between Admission, Financial Aid and Registrar services.
- Trained six staff members of the IU School of Nursing regarding SIS immunization, Health, and Licenses and Certificates functions as it is require that SON track this information for accreditation.
- Wrote the beginnings of an Academic Unit Guide and used this documentation to assist Public Health in understanding the resources available, polices that impact Undergraduate Schools, Faculty, & Staff, academic structure standards, course and scheduling policies.
- Provided Grade Forgiveness policy overview and business process training to staff and faculty of the School of Education and Public Health.
- Wrote and shared faculty instructions for students and classes with Honors Contracts (H-Option) including workaround solution for Oncourse rosters and grading.
- Redesigned the IUPUI Grade Forgiveness petition to improve usability and recorder efficiency.
- Provided the final assistance and guidance required in the move of SPEA programs/students to the School of Medicine Department of Public Health (PBHL)
- Assisted University College (UCOL) in a major academic structure upgrade so that existing academic advisement reports from the degree-granting schools could be used by students while still enrolled in University College. This was a major initiative targeting student retention and graduation efforts.
- Led operational implementation of the IU School of Nursing online RN to BSN degree program that was approved by the Commission of Higher Education effective Fall 2011. This program allows nursing students to enroll at any of IU’s eight campuses, attend one class together, be assessed and graded at the appropriate campus of enrollment and have one unified official record.
- Analyzed, coordinated, trained, communicated and implemented a new Math Placement Test score solution for the schools and Orientation.
- Registrar staff have been working closely with the School of Social Work on a needs assessment and implementation plan in support of a new online, accelerated Master of Social Work program. As the program does not fall within the current semester-based calendar framework determined the best way to deliver this new program to online constituents while remaining policy and Financial Aid compliant.
- Addressed need for displaying better course offering information for Labor Studies and Social Work taught in non-semester length formats across the IU system.
- Conducted analysis and wrote specifications for ePortfolio integration with SIS
- The IUPUI ePortfolio tool supports teaching and learning, assessment, program review, and presentation. Registrar staff conducted needs assessment, business process analysis, and developed specifications for the implementation of the IUPUI Personal Development Plan (PDP) and ePortfolio integration with the student information system. This initiative began out of a desire from University College to tie the IUPUI PDP to the SIS Academic Planner so that students could plan their four year courses and enrollment managers could then have access to that information from the SIS. This campus initiative has now blossomed into a system wide initiative to potentially tie several ePortfolio applications to the SIS.
- Implemented method for tracking Gateway Classes
  - Analyzed and implemented a business process and systematic method for tracking IUPUI Gateway courses, those with high enrollment of first-year students. Coordinate the Schedule of Classes updates with the Director of the Gateway to Graduation Program so that reporting and further analysis can be done based on this specific class cohort.
- Took over Administrative Withdrawal course and policy coordination
  - Prompted by the early retirement of the Administrative Withdrawal policy coordinator in University College, the Office of the Registrar agreed to take over this responsibility including
maintaining the approved list of Administrative Withdrawal courses, coordination the collection of data provided by the new Student Performance Rosters, providing email communication to students and faculty involved in Administrative withdrawal, and for developing a strategy and process for appropriately dropping students when requested by the faculty.

- Assisted Office of Communications and Marketing with interactive campus map
  - Provided access to student class schedule data to the Office of Communications and Marketing so that the schedule could be used as part of the campus interactive map. Students may now use the map to find their class buildings and see the pattern of movement required between classes.

- With the shift of student technology fee income from the academic units back to UITS, the Classroom Scheduler in the Registrar’s Office is now scheduling an additional six computer labs with classes. These historically had been scheduled by the academic units.

- Assisted in discussion and planning of several classroom initiatives, including the move of the IUPUI Testing Center and conversion of a lab to a classroom.

- Provided data, summaries, analysis for various space consulting discussions/initiatives including renovation of the Cavanaugh basement and Lecture Hall.

- Continue classroom capacity analysis in light of increased enrollments and offerings
  - Designed and implemented the new IUPUI classroom scheduling policy.
  - Added a class attribute to each of thousands of classes so that a reliable report could be developed to demonstrate which schools are abiding by (and which are not) the scheduling guidelines.
  - Provided reporting environment that will make class enrollment capacities easier to follow; administered low enrolling course policy earlier to free up needed classroom space.
  - Analyzed a 5-year-plan of potential School of Public Health classroom needs, recommended options for consideration based on admissions numbers and projected 5-year growth.

- Implementation of Phases 1 and 2 of IU’s FLAG Early Alert System
  - Registrar staff participated in several phases of the design and specifications for Indiana University’s system wide student early alert system (Fostering Learning, Achievement and Graduation – FLAG). The Student Performance Roster is available for all undergraduate classes so that faculty may provide feedback on attendance, class scores on assignments, tests, quizzes, class participation, etc. as well as providing student recommendations for action and improvement. The intent is to provide campus advisors and other school officials with student performance feedback throughout the semester allowing for swift and continuous intervention as needed to assist these students stay on track toward graduation.

- Implement system-wide course remonstrance site, online new/change course requests with IU workflow
  - Whenever an academic unit proposes creation of a new course or modification to an existing course (such as title, credit hours, etc.), the proposal is available for review by all IU campuses. Should another unit or campus have a concern about the proposal (such as significant overlap or duplication of an existing course), it can file a remonstrance that requires additional study and discussion before a proposal moves forward in the approval process.
  - In order to streamline this process, IU’s new course remonstrance system (CARMiN) was successfully implemented, allowing for faster processing of new courses and, more importantly, assuring that all interested parties on all IU campuses have the opportunity to review and respond to those requests, filing a remonstrance where appropriate. Over the past fiscal year, IUPUI has submitted and had approved 86 courses using the new system.

- The Registrar’s Office developed a strategy to recognize on the official transcript the completion of courses at the Honors level.

- The Registrar’s Office implemented a method for successfully tracking students moving into and out of the IUPUI’s Honors College program.
Evidence of Progress:
• See above

Activities planned:
• Continue to work closely with schools in all of these areas, taking the lead in recommending appropriate additional services and processes and responding to requests from schools on a timely basis.

1-j Improved Services to Students
Campus Planning Theme: Best Practices

Actions taken:
• Increased communication and coordination between Housing and Office of Undergraduate Admissions to ensure a smooth handoff of student information between the two units and improve student awareness and application to on-campus housing. This has enabled the campus to provide earlier and more effective communication about housing options on campus to prospective students. As a result, housing has been full for the fourth year in a row, and a waitlist was instituted.
• Many Enrollment Services staff participate as TEAM IUPUI volunteers each term.
• See also 1-f and 1-h above.

Evidence of Progress:
• See above
• See also 1-f and 1-h above.

Activities planned:
• Admissions intends to continue to review the process for articulating transfer credit for current, returning and prospective students. This will include reviewing the articulations stored in SIS as well as ways of streamlining our communications with departments and advisors regarding what credit can be articulated.
• Enrollment Services, Admissions, Diversity, Access and Achievement, and Scholarships will provide the leadership in the Post-Admissions Communication Committee to ensure better coordination of communications to students once they are offered admission and to improve compliance with next steps as well as improve yield.
• Continue to identify and implement processes to simply and functionality to allow greater remote self-service by students
• The Office of Undergraduate Admissions will investigate the possibility of developing a “post-admissions survey of student interests” to identify what additional information students might be interested in receiving from the campus. It is possible that the survey will help students better understand the opportunities that exist on campus and also allow campus units to begin corresponding with students in ways that were, to this point, not possible prior to a student’s enrollment.

2. Support students with scholarships (undergraduate) and financial services (undergraduate, graduate, and professional)

2-a. Increase student satisfaction with quality and timeliness of provision of services by the Office of Student Financial Services
Campus Planning Theme: Best Practices
Actions taken & Evidence of Progress:

Student Financial Services improved the quality and range of information provided to students. This was accomplished through the adding information and resources to its Website and expanded other communications with students. Staff members also provided more comprehensive information to students who may have visited the office for a particular issue, reducing the necessity of repeat visits.

Student Interactions:

### Client Services – Student Interactions Comparison

<table>
<thead>
<tr>
<th>Activity</th>
<th>Aug 1, 07 – July 31, 08 (AY)</th>
<th>Aug 1, 08 – July 31, 09 (AY)</th>
<th>Aug 1, 09 – July 31, 10 (AY)</th>
<th>Aug 1, 10 – July 31, 11 (AY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Mails (<strong>EM</strong>)</td>
<td>11,034</td>
<td>10,246</td>
<td>9,850</td>
<td>8,328</td>
</tr>
<tr>
<td>Walk-Ins (<strong>WI</strong>)</td>
<td>19,881</td>
<td>20,580</td>
<td>18,964</td>
<td>19,653</td>
</tr>
<tr>
<td>not incl. payments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Calls (<strong>PH</strong>)</td>
<td>39,653</td>
<td>32,182</td>
<td>630**</td>
<td>243</td>
</tr>
<tr>
<td>Assisting (<strong>AS</strong>)</td>
<td>5,380</td>
<td>11,335</td>
<td>11,352</td>
<td>9,232</td>
</tr>
<tr>
<td>Other (SU, RP, SCH)</td>
<td></td>
<td></td>
<td></td>
<td>7,205</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>75,948</td>
<td>74,343</td>
<td>40,796</td>
<td>44,661</td>
</tr>
</tbody>
</table>

***When we used Sallie Mae and Global for our call center, any call answered by FA in the back office to talk to a phone rep about a student’s account would be noted with a PH designation. However, once we went to UITS, we no longer left a comment on each account due to the FOOTPRINT escalation system. The PH designation for 09-10 now indicates only the direct contact with FA rep in the Campus Center and a student via phone (not between FA and the phone rep).

October 2010, Client Services began using new comment codes to better explain the prior AS usage.

**AS** – (assist)
Description: Any indirect contact made on a student’s account - dealing with external departments (i.e. Student Employment requests to adjust FWS), or in interactions b/w WW & CE (i.e. CS asks WW lead staff to post a certain award. WW lead staff would use **AS**)

**RP** – (report)
Description: Past Due Balance Report e-mails to students (these may have been listed as **EM** by most others)

**RQ** – (request)
Description: For Client Services ONLY. Any secondary contact on an account as a direct result of a WI or EM request (i.e. changes made as result of request received from frontline) This will primarily be used by the processing staff working in FINAID8 and by Kim/Lisa when they make changes to an account based on a frontline request.

**FP** – (footprint)
Description: For Client Services ONLY: Any secondary contact on an account as a direct result of call center escalation (i.e. changes made due to footprint request) Also primarily used by FINAID8 staff

### Calls Placed to the Student Financial Services Call Center

<table>
<thead>
<tr>
<th>Dates</th>
<th>09/02/08* – 07/31/09 (11 months)</th>
<th>08/01/09 – 07/31/10</th>
<th>08/01/2010 – 07/31/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # incoming calls</td>
<td>44,372</td>
<td>55,474</td>
<td>56,217</td>
</tr>
<tr>
<td>Total # calls answered</td>
<td>42,712</td>
<td>51,986</td>
<td>51,790</td>
</tr>
<tr>
<td>Average Abandon Rate</td>
<td>3.74%</td>
<td>6.28%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>
Revenue Processing & Cashiering
Student Financial Services staff in the Campus Center also processes in-person payments for the following activities:

Revenue Processing: Tender & Totals

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OTC ESL Test Fee</td>
<td>110</td>
<td>$2,750</td>
<td>126</td>
<td>$3,780.00</td>
<td>146</td>
</tr>
<tr>
<td>OTC Financial Transcript</td>
<td>84</td>
<td>$286.25</td>
<td>56</td>
<td>$182.00</td>
<td>25</td>
</tr>
<tr>
<td>OTC Microfilm Thesis Charge</td>
<td>44</td>
<td>$2,780</td>
<td>39</td>
<td>$2,645.00</td>
<td>9</td>
</tr>
<tr>
<td>OTC Registrar Transcript</td>
<td>1244</td>
<td>$14,298</td>
<td>1,066</td>
<td>$10,370.00</td>
<td>1,821</td>
</tr>
<tr>
<td>Bursar Payment by Cash</td>
<td>1,413</td>
<td>$688,703.26</td>
<td>1,259</td>
<td>$671,306.01</td>
<td>1,548</td>
</tr>
<tr>
<td>Bursar Payment by Check</td>
<td>2,156</td>
<td>$3,806,040.37</td>
<td>1,126</td>
<td>$2,069,675.80</td>
<td>1,843</td>
</tr>
<tr>
<td>Bursar Payment by Pop Check</td>
<td>1,664</td>
<td>$2,525,078.72</td>
<td>2,038</td>
<td>$3,675,617.49</td>
<td>858</td>
</tr>
<tr>
<td>Bursar Payment by Credit Card</td>
<td>2,564</td>
<td>$2,388,231.87</td>
<td>2,264</td>
<td>$2,459,103.74</td>
<td>2,439</td>
</tr>
<tr>
<td>Bursar Payment by Guaranteed Funds</td>
<td>124</td>
<td>$203,349.14</td>
<td>202</td>
<td>$512,300.22</td>
<td>144</td>
</tr>
<tr>
<td>OTC - Thesis Copyright</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Reapplied Refund Check</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>104</td>
</tr>
<tr>
<td>TOTALS</td>
<td>9,403</td>
<td>$9,631,517.61</td>
<td>8,176</td>
<td>$9,404,980.26</td>
<td>8,939</td>
</tr>
</tbody>
</table>

**Reapplied refund process taken over by Client Services for immediate payment to be accepted**

- The volume of payments processed by the Office of Student Financial Services increased by $6,379,877 between 2010 and 2011. This is largely the result of changes in acceptable payment options. The Pop check payment process was discontinued in February 2009, replaced by a process known as “remote capture” and included in the “Bursar payment by check” totals above. Total check processing over this period:
  - 2006-07: $6,331,119
  - 2007-08: $5,745,293
  - 2008-09: $5,528,844
  - 2009-10: $6,678,109
  - 2010-11: $14,619,096
- As the result of the university adding a convenience fee to credit card payments as well as moving credit card payments to a Web-based transaction only, the Office of Student Financial Services has experienced a significant spike in the number and amount of cash and check payments made in the office. This change was effective in August, 2010.
- “Reapplied refund” specifically refers to IU checks being returned by the student to either pay outstanding balances OR as a way to return excess loan funds. Prior to 2008-09 the checks were sent to the Bursar for processing; Student Financial Services handles the processing now, simplifying the steps involved and immediately applying the check to the students’ accounts.
Student Loan Processing

- The following is a comparison of financial aid disbursements through the first week of classes in fall 2010 and fall 2011. Student Financial Services processes aid for the Columbus campus.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus</td>
<td>PLUS</td>
<td>16,052</td>
<td>4</td>
<td>4</td>
<td>21,161</td>
<td>4</td>
<td>4</td>
<td>31.83%</td>
<td>49,410</td>
<td>95,730</td>
<td>93.75%</td>
</tr>
<tr>
<td>Columbus</td>
<td>Subsidized</td>
<td>1,644,166</td>
<td>779</td>
<td>768</td>
<td>1,604,039</td>
<td>735</td>
<td>730</td>
<td>-2.44%</td>
<td>3,539,739</td>
<td>3,973,231</td>
<td>12.25%</td>
</tr>
<tr>
<td>Columbus</td>
<td>Unsubsidized</td>
<td>1,948,413</td>
<td>751</td>
<td>736</td>
<td>1,797,512</td>
<td>708</td>
<td>693</td>
<td>-7.74%</td>
<td>4,278,917</td>
<td>4,547,221</td>
<td>6.27%</td>
</tr>
<tr>
<td>Columbus Total</td>
<td></td>
<td>3,608,631</td>
<td>1,534</td>
<td>1,508</td>
<td>3,422,712</td>
<td>1,447</td>
<td>1,427</td>
<td>-5.15%</td>
<td>7,868,066</td>
<td>8,616,182</td>
<td>9.51%</td>
</tr>
<tr>
<td>Indianapolis</td>
<td>Grad Plus</td>
<td>7,821,556</td>
<td>1,073</td>
<td>1,003</td>
<td>8,952,820</td>
<td>1,278</td>
<td>1,131</td>
<td>14.46%</td>
<td>16,930,581</td>
<td>23,531,931</td>
<td>38.99%</td>
</tr>
<tr>
<td>Indianapolis</td>
<td>PLUS</td>
<td>2,228,510</td>
<td>434</td>
<td>425</td>
<td>2,579,783</td>
<td>488</td>
<td>473</td>
<td>15.76%</td>
<td>5,334,111</td>
<td>6,482,026</td>
<td>21.52%</td>
</tr>
<tr>
<td>Indianapolis</td>
<td>Subsidized</td>
<td>36,645,013</td>
<td>13,172</td>
<td>12,991</td>
<td>36,883,446</td>
<td>13,396</td>
<td>13,154</td>
<td>0.65%</td>
<td>79,052,045</td>
<td>83,774,913</td>
<td>5.97%</td>
</tr>
<tr>
<td>Indianapolis</td>
<td>Unsubsidized</td>
<td>54,858,311</td>
<td>14,590</td>
<td>13,050</td>
<td>54,586,216</td>
<td>14,668</td>
<td>13,055</td>
<td>-0.50%</td>
<td>123,258,583</td>
<td>124,978,977</td>
<td>1.40%</td>
</tr>
<tr>
<td>Indianapolis Total</td>
<td></td>
<td>$101,553,390</td>
<td>29,269</td>
<td>27,469</td>
<td>$103,002,265</td>
<td>29,830</td>
<td>27,813</td>
<td>1.43%</td>
<td>$224,575,320</td>
<td>$238,767,847</td>
<td>6.32%</td>
</tr>
</tbody>
</table>

- In Fall 2011 $101,553,390 in student loans was disbursed at Indianapolis. In Fall 2012 at the same point $103,002,265 was disbursed, a 1.43% increase over the previous year.
- The number of students receiving a fall disbursement also increased. Fall 2010 27,469 fall students received disbursements. The total for Fall 2011 was 29,830 an increase of 8.6%.
- The above increases can be attributed to several key components. Since IUPUI’s migrated to the Federal Direct Loan program several years ago, only new borrowers were required to complete a required Master Promissory Note (MPN). Continuing students (who completed the required MPN in the last few years) received their money as soon as their loans were processed because there was no delay for the MPN. In addition, the operations side of Student Financial Services increased its efficiency in working to ensure that all of the aid that could disburse to a student was done in time for the beginning of classes.
Total Financial Aid Disbursed

- Student Financial Services continues to disburse a larger amount of financial aid each year.
- 24,982 individuals received aid in 2010-2011 (includes both Indianapolis and Columbus since we process their aid as well).
- 23,335 Indianapolis FAFSAs were filed on-time. An additional 1,824 Columbus FAFSAs were filed on-time. On-time filing can result in consideration for additional aid, such as from the state of Indiana.

<table>
<thead>
<tr>
<th>Year</th>
<th>Gift Aid</th>
<th>Loans</th>
<th>Work Study</th>
<th>Total Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>$92,460,305.20</td>
<td>$218,425,257</td>
<td>$2,983,620</td>
<td>$313,869,182.20</td>
</tr>
<tr>
<td>2010</td>
<td>$103,580,520.60</td>
<td>$234,537,196</td>
<td>$3,505,252</td>
<td>$341,622,968.60</td>
</tr>
<tr>
<td>2011</td>
<td>$115,337,864.30</td>
<td>$262,683,275</td>
<td>$3,775,644</td>
<td>$381,796,783.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% of Students Receiving Aid</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>56.7%</td>
<td>60.0%</td>
<td>66.6%</td>
<td>63.6%</td>
</tr>
</tbody>
</table>

- As of the end of October 2011, IUPUI had awarded $1,119,687 in the IUPUI grant initiatives for Twenty-first Century Scholars and Pell recipients in the 2011-12 academic year. This compares with $1,176,576 at the same point in 2010. By the end of the 2010-11 academic year, the campus had awarded a total of $1,241,193 in the grant initiatives, down slightly from $1,251,193 awarded in the previous academic year.

Freshmen Packaging

- In 2010 Student Financial Services packaged 2,787 students at the start of April. In 2011 that total increased to 2,998. Earlier packaging allows IUPUI to notify prospective students on a timely basis of their financial aid awards, important information for the students in making their final decision as which institution to attend.

Satisfactory Academic Progress Program

- As a condition of remaining eligible to receive financial aid, students are required to meet a set of performance standards in fulfilling requirements for their intended degree. Federal regulations stipulate that colleges and universities monitor aid recipients to ensure they meet designated thresholds in terms over overall GPA and credit hours completed. The IUPUI Office of Student Financial Services reviews each undergraduate and graduate financial aid applicant for Satisfactory Academic Progress (SAP) on an annual basis. This evaluation is completed prior to awarding financial aid and begins after spring semester grades have been posted in May.
- The following is a summary of the Indianapolis students who applied for aid and the reasons they were selected for SAP review:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Low GPA</td>
<td>2,406</td>
<td>2,548</td>
<td>2,607</td>
<td>2,485</td>
<td>2,324</td>
<td>2,759</td>
</tr>
<tr>
<td>Completion</td>
<td>3,140</td>
<td>3,217</td>
<td>3,170</td>
<td>3,003</td>
<td>2,738</td>
<td>3,199</td>
</tr>
<tr>
<td>Too Many Hours</td>
<td>1,356</td>
<td>1,212</td>
<td>1,169</td>
<td>1,192</td>
<td>1,293</td>
<td>1,816</td>
</tr>
<tr>
<td>Total Selected*</td>
<td>4,997</td>
<td>4,625</td>
<td>4,917</td>
<td>4,854</td>
<td>4,660</td>
<td>5,671</td>
</tr>
</tbody>
</table>

Reviewed by Student Financial Services. Law, Medicine, and Dentistry monitor professional students in their programs.

*Students may be selected for more than one reason.
Over the last year Student Financial Services worked with a faculty/advisor committee to implement changes to the SAP guidelines due to federal regulation changes. These federally mandated changes caused a substantial increase in the number of students selected to go through the appeal process. Through this committee the SAP policy, procedures and forms were changed.

Due to the significant changes in SAP guidelines, Student Financial Services provided extensive outreach to educate our campus partners. The new changes were presented at the APPC meeting in March. In addition, information sessions were presented on campus, with a total of 80 academic advisors and faculty attending 5 different meetings.

Student Financial Services office provided the names of students identified as not meeting SAP to the academic units. With this information and with the training and other resources regarding SAP that the schools received, they were in a better position to counsel these students as part of their academic advising.

Student Financial Services continues to hold periodic SAP Workshops to provide information for faculty and staff who work with students who are academically struggling and may place their financial aid in jeopardy. The office scheduled five workshops in 2011. Workshops are tentatively scheduled for March 2012.

Activities Planned:
- Continue to improve timeliness of service delivery.
- Continue to improve and expand communication with students through Website, targeted mailings, and other methods.

2-b. Educate students on financial management
Campus Planning Theme: Best Practices
Actions taken
- Student Financial Services created a Facebook page in an ongoing effort to communicate to students in new formats that they prefer. The office uses this technology to send students updates about deadlines and information with regards to financial aid.
- Student Financial Services has expanded its financial literacy program through a partnership with CashCourse.org. The website provides students with detailed information and resources on how to:
  - Create a budget
  - Learn about the benefits of checking and savings accounts
  - Protect individual credit
  - Plan for retirement
  - Set financial goals
  - Read more about financial aid, etc.
- CashCourse is noncommercial and provided by The National Endowment for Financial Education.
- The office received a grant from CashCourse.org to help promote the financial literacy program through hanging banners in the campus center and around campus to promote the website. Student Financial Services also hosted a number of financial literacy workshops on campus.
- The office held its 1st Annual Financial Literacy Fair – Coordinated IUPUI’s first financial literacy fair with 16 Third-Party participants, including IUPUI and the State of Indiana offices.
Student Financial Services offered CashCourse Workshops on the following topics:
- Money Management, Budgeting Your Money, Understanding Credit Basics

Evidence of Progress
- The partnership has been established and the tool featured from the main office Website.

Activities Planned
- Continue outreach efforts to promote financial literacy

2-c. Increase number of students applying for federal financial aid by federal priority deadlines

Campus Planning Theme: Best Practices

Actions Taken:

Financial Aid Awareness Month Events & Activities

Publicity & Promotions
- Jag TV, JagNews, Banners, Web, E-Mails (FAFSA reminder e-mails to 6,560 students)

Outreach/FAFSA Assistance
- 11 FAFSA Assistance Sessions on alternating days and times
- Collaboration w/Admissions Center for an e-mail blitz to encourage to file FAFSA
  - # prospects/applicants: 17,000
  - # of admits: 6,500
- Campus Visits partnership – 5 presentations (28 attendees)
- Seven Student Financial Services staff members participated in College Goal Sunday in February, 2011. This is the most volunteers for any institution in the Indianapolis area. College Goal Sunday is a statewide program offered by college and university financial aid administrators to help students and their families complete financial aid applications.
- Student Financial Services hosted the 2011 ISFAA (Indiana Student Financial Aid Association) High School Counselor Workshop with approximately 75 counselors from around the Indianapolis area.
- Presented at a number of Financial Aid High School Nights on behalf of the Indiana Student Financial Aid Association (ISFAA).
- See also communication and outreach efforts cited in 2-a above

Evidence of Progress:
- See charts below:

### FAFSAs Received

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>Difference from 2010 to 2011</th>
<th>% Difference from 2010 to 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Received</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indianapolis</td>
<td>27,777</td>
<td>31,040</td>
<td>33,067</td>
<td>2,027</td>
<td>6.5%</td>
</tr>
<tr>
<td>Filed on Time</td>
<td>18,154</td>
<td>21,758</td>
<td>23,708</td>
<td>1,950</td>
<td>9.0%</td>
</tr>
<tr>
<td>Percent on Time</td>
<td>65.4%</td>
<td>70.1%</td>
<td>71.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Columbus</td>
<td>2009</td>
<td>2010</td>
<td>2011</td>
<td>Difference from 2010 to 2011</td>
<td>% Difference from 2010 to 2011</td>
</tr>
<tr>
<td>-----------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>-----------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Total Received</td>
<td>1,938</td>
<td>2,245</td>
<td>2,536</td>
<td>291</td>
<td>13.0%</td>
</tr>
<tr>
<td>Filed on Time</td>
<td>1,316</td>
<td>1,577</td>
<td>1,878</td>
<td>301</td>
<td>19.1%</td>
</tr>
<tr>
<td>Percent on Time</td>
<td>67.9%</td>
<td>70.2%</td>
<td>74.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activities planned:
- Continue to improve and expand communication with students through Website, targeted mailings, and other methods.

2-d. Enhance the use of scholarships to support recruitment and retention initiatives
Campus Planning Theme: Teaching and Learning; Best Practices
Actions taken:
- Established the new IUPUI Academic Honors admission-based scholarship which targets Indiana high school students who may not otherwise qualify for IUPUI admission-based scholarships. This $4,000 scholarship will serve as an incentive for students who have graduated with an Indiana Academic Honors Diploma with a GPA of 3.25 or higher to attend IUPUI. In its first year this scholarship recruited an additional 70 high-ability students to our campus.

Evidence of Progress:
- The Office of Student Scholarships offered just over 1,500 scholarships to prospective students for 2011-12 with 615 students accepting these offers. 551 of recipients enrolled for the Fall term compared to 459 in the previous year resulting in an increase of the yield rate from 31% in 2010 to 37% in 2011.
- Between the 2009-10 and the 2010-11 academic years, the overall retention rate of IUPUI Scholars increased from 86.6% to 89.2%; which is an increase of 2.6%.
- IUPUI awarded $31,373,111 in institutional aid for the 2010-2011 academic year. This aid went to 11,094 students who received an average award of $2,828. The total amount awarded for the 2009-10 academic year was $30,562,249, which totaled 10,848 awards with an average dollar amount of $2,817. During the 2010-11 academic year the dollar amount awarded increased by 2.7% and there was a 2.3% increase in the total number of students awarded when compared to the 2009-10 academic year.
- Chancellor’s Scholarship offers increased from 225 in 2010-11 to 313 for 2011-2012 (+39%), concurrent with the expansion of the eligibility requirements to include all undergraduate majors at IUPUI. The number of Chancellor’s Scholarship acceptances grew from 64 in 2010-11 to 147 in 2011-2012 (+130%). Enrollment by Chancellor’s Scholars changed from 59 in 2010-11 to 128 this year (+117%).
### Comparison of Institutional Aid Awarded at IUPUI for 2009-10 vs. 2010-11:

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>Difference</th>
<th>Percent Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>$1,659,409</td>
<td>$1,991,666</td>
<td>$332,257</td>
<td>20%</td>
</tr>
<tr>
<td>Graduate/Professional Fellowships</td>
<td>$6,307,473</td>
<td>$5,839,573</td>
<td>-$467,900</td>
<td>-7.4%</td>
</tr>
<tr>
<td>Graduate/Professional Scholarships</td>
<td>$2,630,681</td>
<td>$2,773,739</td>
<td>$143,058</td>
<td>5.4%</td>
</tr>
<tr>
<td>Graduate/Professional Foundation</td>
<td>$3,767,712</td>
<td>$4,188,673</td>
<td>$420,961</td>
<td>11.1%</td>
</tr>
<tr>
<td>Institutional Grants</td>
<td>$1,687,736</td>
<td>$1,673,012</td>
<td>-$14,724</td>
<td>-0.8%</td>
</tr>
<tr>
<td>Institutional Undergraduate Schps</td>
<td>$7,951,274</td>
<td>$7,788,298</td>
<td>-$162,976</td>
<td>-2.0%</td>
</tr>
<tr>
<td>Undergraduate Foundation</td>
<td>$1,851,005</td>
<td>$2,245,823</td>
<td>$394,818</td>
<td>21.3%</td>
</tr>
<tr>
<td>Undergraduate Honor Awards</td>
<td>$1,863,561</td>
<td>$2,209,184</td>
<td>$345,623</td>
<td>18.5%</td>
</tr>
<tr>
<td>External Donor Scholarships</td>
<td>$2,843,398</td>
<td>$2,663,143</td>
<td>-$180,255</td>
<td>-6.3%</td>
</tr>
<tr>
<td>Overall Total</td>
<td>$30,562,249</td>
<td>$31,373,111</td>
<td>$810,862</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

### Comparison of Number of Institutional Aid Awarded at IUPUI for 2009-10 vs. 2010-11:

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>Difference</th>
<th>Percent Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>319</td>
<td>368</td>
<td>49</td>
<td>15.3%</td>
</tr>
<tr>
<td>Graduate/Professional Fellowships</td>
<td>887</td>
<td>745</td>
<td>-142</td>
<td>-16%</td>
</tr>
<tr>
<td>Graduate/Professional Scholarships</td>
<td>438</td>
<td>513</td>
<td>75</td>
<td>17.1%</td>
</tr>
<tr>
<td>Graduate/Professional Foundation</td>
<td>851</td>
<td>926</td>
<td>75</td>
<td>8.8%</td>
</tr>
<tr>
<td>Institutional Grants</td>
<td>1,433</td>
<td>1,283</td>
<td>-150</td>
<td>-10.4%</td>
</tr>
<tr>
<td>Institutional Undergraduate Schps</td>
<td>3,914</td>
<td>4,257</td>
<td>343</td>
<td>8.7%</td>
</tr>
<tr>
<td>Undergraduate Foundation</td>
<td>1,112</td>
<td>1,265</td>
<td>153</td>
<td>13.7%</td>
</tr>
<tr>
<td>Undergraduate Honor Awards</td>
<td>425</td>
<td>480</td>
<td>55</td>
<td>12.9%</td>
</tr>
<tr>
<td>External Donor Scholarships</td>
<td>1,469</td>
<td>1,257</td>
<td>-212</td>
<td>-14.4%</td>
</tr>
<tr>
<td>Overall Total</td>
<td>10,848</td>
<td>11,094</td>
<td>246</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

*External Donor Scholarships are awards submitted to the Office of Student Scholarships from various private organizations on the behalf of an IUPUI student. These monies are applied directly to the students’ Financial Aid account by the Office of Student Scholarships.*
## Undergraduate Honor Awards

<table>
<thead>
<tr>
<th>Scholarships</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herbert Presidential</td>
<td>$357,125,000</td>
<td>$406,000,000</td>
</tr>
<tr>
<td>Plater Distinguished</td>
<td>$272,875,000</td>
<td>$268,000,000</td>
</tr>
<tr>
<td>Chancellor’s</td>
<td>N/A</td>
<td>$292,625,000</td>
</tr>
<tr>
<td>Chancellors’ Recognition (formerly known as the Outstanding Freshman Scholarship)</td>
<td>$73,500,000</td>
<td>$30,000,000</td>
</tr>
<tr>
<td>Bepko</td>
<td>$1,047,344,000</td>
<td>$1,103,679,000</td>
</tr>
<tr>
<td>Honors</td>
<td>$112,717,000</td>
<td>$108,880,000</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$1,863,561,000</strong></td>
<td><strong>$2,209,184,000</strong></td>
</tr>
</tbody>
</table>

The above reflects beginning and, where appropriate, continuing recipients enrolled with these scholarships.
The following charts show the offers, acceptances, enrollments for scholarships targeting IUPUI’s high ability students.

### 2010-2011 Scholarship Yield Rates

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Offers</th>
<th>Accepts</th>
<th>Enrolled</th>
<th>% Offers-Accept</th>
<th>% Offers-Enrolled</th>
<th>% Accepts-Enrolled</th>
<th>Total Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valedictorian/Salutatorian</td>
<td>123</td>
<td>52</td>
<td>38</td>
<td>42%</td>
<td>31%</td>
<td>73%</td>
<td>$266,000</td>
</tr>
<tr>
<td>Valedictorian/Salutatorian-NR</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>33%</td>
<td>25%</td>
<td>75%</td>
<td>$30,000</td>
</tr>
<tr>
<td>Academic Excellence</td>
<td>355</td>
<td>135</td>
<td>97</td>
<td>38%</td>
<td>27%</td>
<td>72%</td>
<td>$388,000</td>
</tr>
<tr>
<td>Dean of Faculties</td>
<td>561</td>
<td>198</td>
<td>167</td>
<td>35%</td>
<td>30%</td>
<td>84%</td>
<td>$488,000</td>
</tr>
<tr>
<td>Outstanding GED</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>$6,000</td>
</tr>
<tr>
<td>Passport</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>91%</td>
<td>91%</td>
<td>100%</td>
<td>$15,000</td>
</tr>
<tr>
<td>Chancellor’s</td>
<td>105</td>
<td>39</td>
<td>38</td>
<td>24%</td>
<td>23%</td>
<td>97%</td>
<td>$228,000</td>
</tr>
<tr>
<td>Outstanding Freshman (now Chancellor’s Recognition)</td>
<td>60</td>
<td>25</td>
<td>21</td>
<td>42%</td>
<td>35%</td>
<td>84%</td>
<td>$168,000</td>
</tr>
<tr>
<td>Herbert Presidential</td>
<td>15</td>
<td>13</td>
<td>13</td>
<td>87%</td>
<td>87%</td>
<td>100%</td>
<td>$133,000</td>
</tr>
<tr>
<td>Plater Distinguished</td>
<td>13</td>
<td>9</td>
<td>8</td>
<td>69%</td>
<td>62%</td>
<td>89%</td>
<td>$72,000</td>
</tr>
<tr>
<td>Dean’s Recognition-NR</td>
<td>58</td>
<td>21</td>
<td>19</td>
<td>33%</td>
<td>33%</td>
<td>91%</td>
<td>$114,000</td>
</tr>
<tr>
<td>IUPUI Service Award-NR</td>
<td>184</td>
<td>66</td>
<td>49</td>
<td>36%</td>
<td>27%</td>
<td>74%</td>
<td>$172,000</td>
</tr>
<tr>
<td>IUPUI Transfer Scholarship-NR</td>
<td>63</td>
<td>32</td>
<td>21</td>
<td>51%</td>
<td>33%</td>
<td>66%</td>
<td>$105,000</td>
</tr>
<tr>
<td>International Ambassador-NR</td>
<td>33</td>
<td>16</td>
<td>9</td>
<td>49%</td>
<td>27%</td>
<td>56%</td>
<td>$31,500</td>
</tr>
<tr>
<td>ELS Transfer Scholarships-NR</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>$3,500</td>
</tr>
</tbody>
</table>

Total Resident Scholarships: 1,142, 445, 358, 39%, 31%, 80%, $1,774,000
Total Non-Resident Scholarships: 350, 139, 101, 40%, 29%, 73%, $456,000
Total: 1,492, 585, 459, 39%, 31%, 78%, $2,230,000

### 2011-2012 Scholarship Yield Rates

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Offers</th>
<th>Accepts</th>
<th>Enrolled</th>
<th>% Offers-Accept</th>
<th>% Offers-Enrolled</th>
<th>% Accepts-Enrolled</th>
<th>Total Award Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valedictorian/Salutatorian</td>
<td>43</td>
<td>15</td>
<td>16</td>
<td>37%</td>
<td>37%</td>
<td>100%</td>
<td>$88,000</td>
</tr>
<tr>
<td>Valedictorian/Salutatorian-NR</td>
<td>14</td>
<td>4</td>
<td>3</td>
<td>29%</td>
<td>21%</td>
<td>75%</td>
<td>$30,000</td>
</tr>
<tr>
<td>Academic Honors</td>
<td>191</td>
<td>70</td>
<td>70</td>
<td>37%</td>
<td>37%</td>
<td>100%</td>
<td>$70,000</td>
</tr>
<tr>
<td>Dean of Faculties</td>
<td>539</td>
<td>218</td>
<td>184</td>
<td>40%</td>
<td>34%</td>
<td>84%</td>
<td>$552,000</td>
</tr>
<tr>
<td>Outstanding GED</td>
<td>11</td>
<td>8</td>
<td>5</td>
<td>73%</td>
<td>36%</td>
<td>50%</td>
<td>$8,000</td>
</tr>
<tr>
<td>Passport</td>
<td>30</td>
<td>25</td>
<td>22</td>
<td>83%</td>
<td>73%</td>
<td>88%</td>
<td>$33,000</td>
</tr>
<tr>
<td>Herbert Presidential</td>
<td>17</td>
<td>15</td>
<td>15</td>
<td>88%</td>
<td>88%</td>
<td>100%</td>
<td>$125,000</td>
</tr>
<tr>
<td>Plater Distinguished</td>
<td>13</td>
<td>9</td>
<td>9</td>
<td>69%</td>
<td>69%</td>
<td>100%</td>
<td>$72,000</td>
</tr>
<tr>
<td>Dean’s Recognition-NR</td>
<td>99</td>
<td>20</td>
<td>18</td>
<td>20%</td>
<td>18%</td>
<td>90%</td>
<td>$108,000</td>
</tr>
<tr>
<td>Chancellor’s</td>
<td>246</td>
<td>118</td>
<td>101</td>
<td>48%</td>
<td>41%</td>
<td>89%</td>
<td>$408,000</td>
</tr>
<tr>
<td>Chancellor’s-NR</td>
<td>57</td>
<td>28</td>
<td>27</td>
<td>42%</td>
<td>40%</td>
<td>96%</td>
<td>$340,000</td>
</tr>
<tr>
<td>IUPUI Service Award-NR</td>
<td>154</td>
<td>52</td>
<td>41</td>
<td>32%</td>
<td>25%</td>
<td>79%</td>
<td>$177,000</td>
</tr>
<tr>
<td>IUPUI Transfer Scholarship-NR</td>
<td>43</td>
<td>22</td>
<td>22</td>
<td>49%</td>
<td>51%</td>
<td>100%</td>
<td>$115,000</td>
</tr>
<tr>
<td>International Ambassador-NR</td>
<td>23</td>
<td>7</td>
<td>6</td>
<td>30%</td>
<td>26%</td>
<td>86%</td>
<td>$21,000</td>
</tr>
<tr>
<td>ELS Transfer Scholarships-NR</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>$3,500</td>
</tr>
</tbody>
</table>

Total Resident Scholarships: 1,090, 480, 421, 44%, 39%, 88%, $1,766,000
Total Non-Resident Scholarships: 412, 135, 116, 33%, 28%, 86%, $784,500
Total: 1,502, 615, 537, 41%, 36%, 87%, $2,550,500
Activities planned:
- Continue outreach efforts

3. Establish IUPUI as a premier destination for individuals from diverse cultures to interact within an urban university environment

3-a. Enact a multifaceted recruitment strategy to enhance domestic student diversity
Campus Planning Theme: Campus Climate for Diversity; Teaching and Learning; Civic Engagement

The vision of the Office for Diversity Access and Achievement is to establish IUPUI as a premiere destination for individuals from diverse cultures to interact within an urban university environment. All activities of this area are designed to move IUPUI closer to this vision.

Diversity Access and Achievement has developed a multifaceted recruitment plan to enhance domestic student diversity at IUPUI, specifically in the areas of African American, Latino/Hispanic American, and Native American student populations.

The Office of Diversity Access and Achievement serves as a key collaborator with the Office of Undergraduate Admissions, other Enrollment Services offices and the academic units in helping to recruit a more diverse undergraduate student population.

Actions taken:

Outreach & Recruitment Activity
- During the 2010-2011 academic years the Office for Diversity Access and Achievement (ODAA) participated in a number of outreach events. These events ranged from traditional college fairs and high school visits to community fairs and special program presentations. The goal of attending the various events was to increase awareness of IUPUI’s programs and services to the larger community and to encourage qualified students to consider IUPUI as their future academic home. A listing of the event types appear below.

<table>
<thead>
<tr>
<th>Type of Events Attended &amp; Contacts Generated</th>
<th>2009-10 Attended</th>
<th>2010-11 Attended</th>
<th>2009-10 Est. # People Seen</th>
<th>2010-11 Est. # People Seen</th>
<th>2009-10 Total Contact Info Received</th>
<th>2010-11 Total Contact Info Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment</td>
<td>17</td>
<td>15</td>
<td>1,112</td>
<td>1,679</td>
<td>737</td>
<td>1,040</td>
</tr>
<tr>
<td>College Awareness</td>
<td>8</td>
<td>2</td>
<td>1,131</td>
<td>352</td>
<td>542</td>
<td>265</td>
</tr>
<tr>
<td>Community Presence</td>
<td>6</td>
<td>12</td>
<td>1,071</td>
<td>330</td>
<td>192</td>
<td>80</td>
</tr>
<tr>
<td>Retention Focus</td>
<td>n/a</td>
<td>2</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>29</td>
<td>3,314</td>
<td>2,361</td>
<td>1,471</td>
<td>1,385</td>
</tr>
</tbody>
</table>
Diversity Outreach

- The Office for Diversity Access & Achievement (ODAA) hosted over 600 students for the annual Twenty First Century Scholars Visitation Day. Due to changes in the program administration and procedures, ODAA will not be hosting this event again for the 2011-2012 recruitment year.
- ODAA conducted an on-site admissions and scholarship session at Eastern Star Baptist Church. More than 70 prospective students and families attended the event. ODAA plans to expand this program to include additional churches next year.
- The ODAA Director presented at the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Annual Meeting in Seattle, WA. The title of the presentation was The Importance of Community Partnership in Increasing Access to College.
- The ODAA Director served as a panelist at the AACRAO Annual Meeting in Seattle, WA. The title of the presentation was Enrollment Management from an Urban University Perspective.
- ODAA increased attendance at the annual Shades of Brilliance program. This year students from across the state of Indiana and as far away as Puerto Rico attended this event.
- ODAA participated in the Tom Joyner Morning Show’s Virtual College Fair which generated more than 700 new contacts.
- The ODAA offered five scholarships to students participating in the Center for Leadership Development city-wide College Prep program equaling $30,000 annually. To date a total of eight students have benefited from this partnership.
- The ODAA developed and launched a peer mentoring program where Latino students at IUPUI mentored students from the Society of Latinos at Ivy Tech Community College Central Indiana Region. This program is designed to increase the number of Latino transfer students from Ivy Tech. A total of 10 students from Ivy Tech participated in the program this year.
- The Office for Diversity Access & Achievement partnered with a number of local organizations in the following activities:
  - **Infinite Scholars** National College Fairs to be featured on their website and as an institutional partner. As a benefit of this partnership IUPUI received the contact information for all students who registered for the fairs nationally.
  - **National Society of Hispanic MBAs** to host the sixth annual Project Stepping Stone. A total of 86 students attended this year. This program has resulted in more than 50 Latino students who have successfully enrolled at IUPUI.
  - Partnered with the Archdiocese of Indianapolis to host sessions for eighth grade students and their families about the college planning process.
  - **Central Indiana Community Foundation** to provide training for youth program service providers on academic preparedness for college enrollment.
  - **Center for Leadership Development** to host the third annual city-wide College Prep Institute. More than 300 people attended this year’s program.
- Office of Admissions continues its collaboration with **SPAN** on the outreach to students enrolled in the Crispus Attucks Medical Magnet High School program, including presentations to students in the program about applying to universities for admission and scholarships. SPAN serves current high school students interested in taking courses at IUPUI.
- Admissions, Student Financial Services, and the Office of Diversity Access and Achievement worked with Ben Davis University High School* to inform them of the outcomes of their students at IUPUI. The IUPUI offices have committed to ongoing conversations with BDU staff to inform them of academic, financial aid, and developmental challenges for students with large numbers of early college credit. *Ben Davis University High School is an early college
program where students attending BDU also pursue Associate's degrees from Vincennes University).

- Passport and the Office of Diversity Access and Achievement offered consulting service to the IUPUI academic units to assist in the recruitment of well-qualified minority students from Ivy Tech Community College.

Evidence of Progress

Admissions

Ethnicity for Beginner Admits
Fall 2010 and 2011

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>% of Total</th>
<th>2011</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>678</td>
<td>9.7%</td>
<td>742</td>
<td>11.2%</td>
</tr>
<tr>
<td>Asian-American</td>
<td>213</td>
<td>3.0%</td>
<td>198</td>
<td>3.0%</td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>369</td>
<td>5.3%</td>
<td>453</td>
<td>6.9%</td>
</tr>
<tr>
<td>Native American</td>
<td>2</td>
<td>0.0%</td>
<td>5</td>
<td>0.1%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Isl</td>
<td>7</td>
<td>0.1%</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>236</td>
<td>3.4%</td>
<td>292</td>
<td>4.4%</td>
</tr>
<tr>
<td>Minority Total</td>
<td>1,505</td>
<td>21.4%</td>
<td>1,693</td>
<td>25.7%</td>
</tr>
<tr>
<td>International</td>
<td>177</td>
<td>2.5%</td>
<td>236</td>
<td>3.6%</td>
</tr>
<tr>
<td>White</td>
<td>5,277</td>
<td>75.2%</td>
<td>4,624</td>
<td>70.1%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>58</td>
<td>0.8%</td>
<td>43</td>
<td>0.7%</td>
</tr>
<tr>
<td>Total Admits</td>
<td>7,017</td>
<td>100.0%</td>
<td>6,596</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Enrollment

- This is the most diverse enrollment in campus history, with minority students accounting for 19.9% of Indianapolis’ total enrollment. This compares with 18.5% last year. Additional details of enrollment by ethnic group appear below.

- Enrollment by international students increased 6% over last fall to a record 1,446 students.
# Ethnicity and Race

**Fall 2010 and 2011**

**Indianapolis only**

<table>
<thead>
<tr>
<th>Enrolled Beginners</th>
<th>2010</th>
<th>2011</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>107</td>
<td>172</td>
<td>65</td>
<td>50.7%</td>
</tr>
<tr>
<td>African American</td>
<td>283</td>
<td>318</td>
<td>35</td>
<td>12.4%</td>
</tr>
<tr>
<td>Amer Ind/Alaska Native</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>100.0%</td>
</tr>
<tr>
<td>Asian American</td>
<td>88</td>
<td>86</td>
<td>-2</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Nat. Haw./Pac. Islnd.</td>
<td>3</td>
<td>1</td>
<td>-2</td>
<td>-66.7%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>102</td>
<td>118</td>
<td>16</td>
<td>15.7%</td>
</tr>
<tr>
<td><strong>Total Minority</strong></td>
<td>584</td>
<td>697</td>
<td>113</td>
<td>19.3%</td>
</tr>
<tr>
<td>White</td>
<td>1,926</td>
<td>1,948</td>
<td>22</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>24</td>
<td>22</td>
<td>-2</td>
<td>-8.3%</td>
</tr>
<tr>
<td>Foreign</td>
<td>70</td>
<td>96</td>
<td>26</td>
<td>37.1%</td>
</tr>
<tr>
<td><strong>Total enrollment</strong></td>
<td>2,604</td>
<td>2,763</td>
<td>159</td>
<td>6.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share of Enrolled Beginners</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>4.1%</td>
<td>6.2%</td>
</tr>
<tr>
<td>African American</td>
<td>10.9%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Amer Ind/Alaska Native</td>
<td>0.0%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Asian American</td>
<td>3.4%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Nat. Haw./Pac. Islnd.</td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>3.9%</td>
<td>4.3%</td>
</tr>
<tr>
<td><strong>Total Minority</strong></td>
<td>22.4%</td>
<td>25.2%</td>
</tr>
<tr>
<td>White</td>
<td>74.0%</td>
<td>70.5%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>0.9%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Foreign</td>
<td>2.7%</td>
<td>3.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Campus Enrollment</th>
<th>2010</th>
<th>2011</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>959</td>
<td>1,096</td>
<td>137</td>
<td>14.3%</td>
</tr>
<tr>
<td>African American</td>
<td>2,786</td>
<td>2,853</td>
<td>67</td>
<td>2.4%</td>
</tr>
<tr>
<td>Amer Ind/Alaska Native</td>
<td>66</td>
<td>55</td>
<td>-11</td>
<td>-16.7%</td>
</tr>
<tr>
<td>Asian American</td>
<td>1,143</td>
<td>1,118</td>
<td>-25</td>
<td>-2.2%</td>
</tr>
<tr>
<td>Nat. Haw./Pac. Islnd.</td>
<td>19</td>
<td>17</td>
<td>-2</td>
<td>-10.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>393</td>
<td>609</td>
<td>216</td>
<td>55.0%</td>
</tr>
<tr>
<td><strong>Total Minority</strong></td>
<td>5,360</td>
<td>5,748</td>
<td>382</td>
<td>7.1%</td>
</tr>
<tr>
<td>White</td>
<td>21,118</td>
<td>20,857</td>
<td>-261</td>
<td>-1.2%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>1,144</td>
<td>817</td>
<td>-327</td>
<td>-28.6%</td>
</tr>
<tr>
<td>Foreign</td>
<td>1,351</td>
<td>1,438</td>
<td>87</td>
<td>6.4%</td>
</tr>
<tr>
<td><strong>Total enrollment</strong></td>
<td>28,979</td>
<td>28,860</td>
<td>-119</td>
<td>-0.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Share of Total Campus Enrollment</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>3.3%</td>
<td>3.8%</td>
</tr>
<tr>
<td>African American</td>
<td>5.6%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Amer Ind/Alaska Native</td>
<td>0.2%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian American</td>
<td>3.9%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Nat. Haw./Pac. Islnd.</td>
<td>0.1%</td>
<td>0.1%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1.4%</td>
<td>2.1%</td>
</tr>
<tr>
<td><strong>Total Minority</strong></td>
<td>18.5%</td>
<td>19.9%</td>
</tr>
<tr>
<td>White</td>
<td>72.9%</td>
<td>72.3%</td>
</tr>
<tr>
<td>Other/Unknown</td>
<td>3.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Foreign</td>
<td>4.7%</td>
<td>5.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Ivy Tech is a significant source of minority transfer students at IUPUI. In the Fall of 2010, 28% of IUPUI undergraduate students who had previously attended Ivy Tech-Indianapolis were from minority groups. This compared with 20% of the overall IUPUI undergraduate population.

The Office of Diversity Access and Achievement developed and launched a peer mentoring program where Latino students at IUPUI mentored students from the Society of Latinos at Ivy Tech Community College Central Indiana Region. This program is designed to increase the number of Latino transfer students from Ivy Tech. A total of 10 students from Ivy Tech participated in the program this year.

Passport and the Office of Diversity Access and Achievement offered consulting service to the IUPUI academic units to assist in the recruitment of well-qualified minority students from Ivy Tech Community College.

Activities planned:

**Recruitment**
- With the addition of an Assistant Director of Latino and Hispanic Students, the Office of Undergraduate Admissions has begun adding Spanish language elements to its communications, including its website. The office will investigate the potential for a Spanish language phone and email response team in addition to publications and websites. These resources will give particular emphasis to working with parents as well as students.
- The Office of Undergraduate Admissions, in collaboration with the Office of Diversity, Equity and Inclusion, will begin to collect tribal information for American Indians and will work with University Student Support Services (USSS) and University Information Technology Services (UITS) to identify the appropriate place to store this information in the Student Information System (SIS). Having more specific tribal information for these students will be useful in our recruiting efforts and in serving this population.
- Segment our communications to break out communications by specific ethnicity.
- Attend fairs and create communications for LGBT students.
- Expand local partnerships to include Starfish Initiative, La Plaza, 100 Black Men of Indianapolis, and the Indianapolis Urban League.
- Develop a communications stream for newly admitted students.
- Promote IUPUI from an affordability standpoint.
- Develop a more coordinated system for awarding diversity related scholarships for freshmen and transfer students.

**College Awareness**
- Create relationship with middle & high schools in Marion and Lake Counties that promote future college attendance.
- Develop learning outcomes for all college awareness presentations conducted by Diversity Access and Achievement staff.
- Develop a comprehensive list of all college enrichment programs offered through IUPUI.
- Develop college awareness resource page for the Diversity Access and Achievement website.

**Retention**
- Collaborate with the Orientation Services and the Multicultural Success Center to host special sessions for underrepresented groups during new student orientation.
- Transition the administration for the Norman Brown Diversity Leadership Program (NBDLP) to the Division of Diversity Equity and Inclusion.
3-b. Enact a multifaceted recruitment strategy to enhance international student numbers and diversity
Campus Planning Theme: Campus Climate for Diversity/Teaching and Learning/Civic Engagement

Actions taken:
- Enrollment Services collaborates closely with the Office of International Affairs (OIA) in developing recruitment strategies for international students.
- Admissions continued an outreach initiative to community colleges in the Seattle area to recruit international students who are studying in the Seattle community colleges.
- The Office of International Affairs will include a summary of recruiting activities in its report.

Evidence of Progress:
- Enrollment by international students increased 6% over last fall to a record 1,446 students.

Activities planned:
- See the Office of International Affairs annual report.

Fiscal Health
The offices composing the Division of Enrollment Services have continued to examine organizational structure and business practices to enhance the quality of service delivery to an expanding number of students without increasing the number of staff members required. Several efficiency initiatives have been delayed by the requirement for resources from SES or UITS since the initiatives require interactions with the SIS. Additionally, initiatives implemented at IUPUI have been delayed in progressing when decisions were made to move the initiatives to an enterprise level.

Despite the anticipated expenditures due to the payouts to 5 staff in the Early Retirement Incentive Plan (ERIP) and the need to rehire individuals into most of the positions, we continue to be in a stable fiscal state at this time.

The Student Services Initiative process appropriated staff in each of the primary offices to work on the business process review. While our staff have identified some processes that can be handled in a ‘shared services’ model, it is not clear that moving to the model will result in greater efficiency or cost savings in all of the cases. In other cases, concerns have been raised on the ability of a shared service model to meet the performance standards and customer satisfaction levels currently achieved by the offices. The funding model for the shared service center is unknown and may negatively impact the fiscal health of the Division of Enrollment Services.

A continuing area of concern is the amount of institutional funds allocated for merit and need based scholarships. As the number of high ability students entering IUPUI has increased, the funds for admissions based scholarships has not kept pace. Institutional aid expenditures continue to outpace the budgeted amount. The institutional budget needs to increase annually by approximately 10% in order to keep pace with the increasing recruitment and retention of IUPUI scholarship and grant recipients. Additionally, funding to increase the support of need based scholarships needs to be addressed.
2010-11 Supplemental Questions

1. What initiatives have you undertaken, or have planned, to improve retention and graduation rates?

As noted in our mission and vision statements, Enrollment Services works to recruit, enroll, and support a well-prepared, diverse student population.

This is accomplished through direct service provision to prospective and current students in a courteous and welcoming environment in areas such as admission, scholarships and financial services, and registrar. Enrollment Services also serves students indirectly, though its support of the academic units in their advising, tracking, and communication efforts with their prospective, current, and former students. Recruiting better prepared students contributes to retention and timely progression toward degree completion.

Doing our work efficiently and effectively contributes toward student success and satisfaction, key factors in helping to attract, retain, and help students make timely progression toward degree completion.

A number of examples are included below along with locations in the Annual Report of additional detail.

Guide development of the IUPUI enrollment management plan

- Enrollment Management Council (EMC)
  - Through leadership of the Enrollment Management Council, Enrollment Services coordinates initiatives focusing on prospective and continuing students, especially in the area of recruitment and in communications and marketing.
  - Working with IMIR and others, expand provision of data and improved access to data sources for use in planning, performing, and evaluating school-based and campus-level recruitment, enrollment tracking, and student support activities.
  - Lead discussion of enrollment management-related issues and, where appropriate, develop recommendations for action within the academic units or at the campus level. Examples from 2010-11 include two joint summits with the Council on Retention and Graduation. The first focused on ways to improve IUPUI retention and graduation rates while the second addressed the Academic Roadmap, how to incorporate the e-Personal Development Plan (e-PDP) into the Roadmap, and the Early Warning System. These discussions help lead to more specific activities and initiatives focusing on helping the student make the most informed decisions possible in terms of selection of a major and related academic advising matters.

- Through leadership of the Academic Policies and Procedures Committee (APPC), Enrollment Services helps assure timely review of proposals for new degrees, certificates, and minors. These added academic programs provide additional academic options for IUPUI students, factors in their decision to enroll or remain at the university. In 2010-11, APPC reviewed and recommended proposals for university approval and implementation of three new undergraduate degrees, two new certificates, one new minor, and three new sub-plans as additional options for IUPUI students. APPC also endorsed a change of name for an academic department and for two undergraduate degrees.

  For details, see section 1a
Improve the academic profile of entering students who are more likely to succeed

- Used expanded recruitment efforts and scholarship funding to raise the academic profile of entering students.
- In spring 2011, the Admission Standards Committee met to review our current standards and establish those that would be used to admit the fall 2012 class. A decision was made to slightly increase the standards for 2012.
- Admissions and Student Scholarships collaborated with the IUPUI Honors College to develop a joint recruitment plan as well as host honors-specific events, including two JagDays. The three units partnered to conduct coordinated mailings and outreach to support the recruitment of high ability students.
- Admissions increased the number of scholarship, work study and hourly students employed by the office to support retention and integrate a student perspective into the office culture. In addition, the office has increased its oversight of these students with the goal of increasing the retention and graduation of Non-Resident Service Scholars.
- See also Support students through Scholarship and Financial Aid and Direct Services to Students below

  For details, see section 1-b and 2-d

Develop new tools or processes to complete required tasks more efficiently, improving the timeliness and quality of service to students while also reducing instances of delay or related problems.

- Support the schools through services, reports, tools, and committee support so that they can better serve their students
  - Through the use of Constituent Relationship Management (CRM) software, Enrollment Services offices improve communications with prospective students. Use of CRM will be extended to improve communication with current students and later with alumni. The timeline for implementation of these extensions of use of CRM will be determined on an enterprise-wide basis.
  - Through advising, training, and systems support, Enrollment Services offices work with the academic units to simplify and improve processes and expand the timeliness and availability of information that will allow advisors and others to interact with the students in more consistent, comprehensive, and effective ways. Examples of this include expanding the use of CRM to the academic units and providing upgraded advising reports that allowed for better advising for students while still in University College.
  - The Registrar’s Office continues working on Business Intelligence projects that would lend themselves toward providing useful information to the campus and academic units for retention and graduation.

  For details, see sections 1-h and 1-i

- Improve direct services to students in ways to remove barriers and increase satisfaction
  - Based on our course articulation agreements with Ivy Tech, about 75% of credit hours transferred are articulated toward distributed credits. In comparison only about 60% of transferred credit hours are articulated toward specific course credits for students from IUPUI’s other major feeder institutions. Distributed credits allow for easier academic planning and advising and greater assurance of how courses taken at Ivy Tech, IUPUI’s largest feeder institution, will count toward IUPUI degree requirements.
  - Use of CRM software allowed for improved communications with prospective and admitted students.
Continued to redesign Enrollment Services websites for navigability and additional content.

Implemented student self-service through National Student Clearinghouse, allowing students to print enrollment verification documents directly rather than having to visit the Registrar’s Office.

Added course descriptions to the registration process, providing more information for student course selection. Many course descriptions now include information on PULs and RISE to the Challenge initiative.

All IUPUI students, both those currently enrolled as well as former students who attended many years ago, are now able to request transcripts on-line and have those transcripts delivered immediately via PDF.

Increased communication and coordination between Housing and Office of Undergraduate Admissions to ensure a smooth handoff of student information between the two units and improve student awareness and application to on-campus housing. This has enabled the campus to provide earlier and more effective communication about housing options on campus to prospective students. As a result, housing has been full for the fourth year in a row, and a waitlist was instituted.

The Registrar’s Office developed a strategy to recognize on the official transcript the completion of courses at the Honors level.

The Registrar’s Office implemented a method for successfully tracking students moving into and out of the IUPUI’s Honors College. This, along with including honors-level course notations on the transcript, are important factors in helping the IUPUI Honors College serve IUPUI’s best qualified students, contributing to improved retention and graduation rates.

For details, see sections 1-d, 1-f, 1-h, 1-i, and 1-j

Support students through scholarships and aid

- IUPUI processed over $381 million in total aid for 2011. This was 11.8% higher than in the previous year.

- The Office of Student Financial Services continues to improve the quality, timeliness, and range of services to students seeking financial aid. Timely and accurate packaging of aid, especially for beginning students, allows for earlier notification of the aid package, an important factor in students deciding to begin or continue their enrollment at IUPUI.

- The campus has been successful in continuing to increase the number of students who apply for financial aid “on-time” by the Federal financial aid deadline in early March. Timely application increases a student’s chances of receiving the maximum amount of aid for which they are eligible, essential to many students in being able to begin or continue their enrollment.

- In 2010 Student Financial Services packaged 2,787 prospective beginning students at the start of April. In 2011 that total increased to 2,998. Earlier packaging allows IUPUI to notify prospective students on a timely basis of their financial aid awards, important information for the students in making their final decision as which institution to attend.

- Established the new IUPUI Academic Honors admission-based scholarship which targets Indiana high school students who may not otherwise qualify for IUPUI admission-based scholarships. This $4,000 scholarship will serve as an incentive for students who have graduated with an Indiana Academic Honors Diploma with a GPA of 3.25 or higher to attend IUPUI. In its first year this scholarship recruited an additional 70 high-ability students to our campus.

- IUPUI awarded $31,373,111 in institutional aid for the 2010-2011 academic year. This aid went to 11,094 students who received an average award of $2,828.
• **Chancellor’s Scholarship** offers increased from 225 in 2010-11 to 313 for 2011-2012 (+39%), concurrent with the expansion of the eligibility requirements to include all undergraduate majors at IUPUI.

• 480 students received Undergraduate Honor Award scholarships in 2010-11, an increase of nearly 13%. These scholarships include Herbert Presidential, Plater Distinguished, Bepko, Chancellor’s and Honors.

  *For details, see sections 2-a, 2-b, 2-c, and 2-d*

**Increase the diversity of the IUPUI students through targeted recruitment and support efforts**

• One way to help improve retention and degree-progression of minority students is to make the campus feel more welcoming through an increase in the number of other “students like me.” This is being accomplished, in part, through targeted recruitment efforts of minority students, including the addition of a [Latino and Hispanic recruiter](#) and development of [Spanish language](#) Admissions information.

• Additional outreach efforts are performed by the [Office of Diversity Access and Achievement](#) and the IUPUI-Ivy Tech Office of Coordinated Programs ([Passport](#)). Ivy Tech is a significant source of minority transfer students at IUPUI. In the Fall of 2010, 28% of IUPUI undergraduate students who had previously attended [Ivy Tech-Indianapolis](#) were from minority groups. This compared with 20% of the overall IUPUI undergraduate population.

• Veterans face similar issues and receive targeted support from the [Office for Veterans & Military Personnel](#) not only in making them feel welcome on campus, but in addressing particular issues tied to their veteran education benefits.
  o OVMP received a grant for over $49,000 to create a model program, boosting the academic success of student veterans, veteran families, and other military personnel. The [initiative](#) will begin with the Purdue School of Engineering and Technology as the unit that attracts the largest number of veterans on campus. The program will include focus and research groups with veterans from Engineering and Technology to determine what is needed on campus for them to succeed.

• At the request of the Executive Vice Chancellor, Admissions again expanded its recruitment plan in support of the IUPUI [Enrollment Shaping Initiative](#). In addition to broadening its Indianapolis-based recruiting efforts in California, Chicago, Cincinnati, Louisville, Southern Michigan and Detroit, IUPUI has created regional recruiters in the Chicago region to focus on increasing our yield from the Chicago-Milwaukee area and on the West Coast to focus on increasing out yield from California and other West Coast states.

• The Office of Undergraduate Admissions, along with the [Office of International Affairs](#), has devised a 7-10 year plan to increase the number of nonresident undergraduate students enrolled on the Indianapolis campus by 2,000 students. This would represent a tripling of undergraduate nonresident enrollment.

  *For details, see sections 3-a and 1-e*

2. **What are the priorities that shape your decisions about initiatives you will undertake and maintain?**

The overall priorities of the offices within the Division of Enrollment Services are shaped by the vision, mission, and values identified for IUPUI and expressed within our own mission and vision statements.
The **mission** of Enrollment Services is to enhance the quality of the IUPUI student body and the overall educational experience by:

- Cultivating, recruiting, admitting, and enrolling well-prepared undergraduate students from diverse backgrounds;
- Supporting students with scholarships (undergraduate) and financial aid services (undergraduate and graduate);
- Providing efficient systems, resources and services to assist students in their interactions with the university.

The **vision** of Enrollment Services is to contribute to establishing IUPUI as a premier destination for individuals from diverse backgrounds to interact within an urban environment. The offices seek to provide services of the highest quality to prospective and enrolled students through coordinated services within a courteous, welcoming environment that ensures that the campus both attracts and retains IUPUI's desired student population.

The initiatives are described within the Annual Report under the following clusters of activities.

1. Effectively cultivate, recruit, admit, and enroll a well-prepared and diverse student population to meet the criteria of IUPUI’s enrollment management plan. Work with academic units to help retain students and to improve the probability of student graduation, optimally within 4 years.
2. Support students with scholarships (undergraduate) and financial services (undergraduate, graduate, and professional)
3. Establish IUPUI as a premier destination for individuals from diverse cultures to interact within an urban university environment

The outcomes of the Student Services Initiative and the development of the more centralized shared services center concept will have an unknown impact on the ability of the Enrollment Services offices to accomplish our goals and determine the allocation of resources directed toward IUPUI priorities.

3. **How is the move to centralized services affecting your operations? How are you dealing with these effects?**

The delays in travel reimbursements had a severe negative impact on our staff members who were engaged in recruitment travel during the fall. Individuals were carrying substantial credit card balances for several weeks which resulted in the individual accruing interest charges since they had not received reimbursement. Many of these individuals do not have the resources to pay the charges on their own when reimbursement is delayed. It was an intolerable situation.

Work on the Student Services Initiative (SSI) has consumed 3+ FTE from Enrollment Services staff. Other work in the offices has been delayed in order to commit the resources that were claimed by the SSI project. (We were told which staff would work on the project and had no opportunity for input.) Indirectly, we are seeing a diminution of service level from University Student Services Support (USSS, formerly SES) and UITS. Our ability to develop or implement additional technology to enhance efficiency has ground to a halt, resulting in poorer response times to students.

The centralization of marketing has meant a lack of response from Communications and Marketing, a loss of updated and appealing news getting onto our iupui.edu websites, and a co-opting of our IUPUI marketing channels being used to promote non-IUPUI news and events. A recent example is our IUPUI Twitter account re-tweeting that IUB’s Marching 100 would be performing at the Super Bowl.

The result of this decline in services has resulted in the Office of Undergraduate Admissions having to spend additional resources to accomplish our recruitment mission.
4. What marketing strategies/materials are you planning to develop/disseminate during the coming year?

The Office of Undergraduate Admissions conducts extensive marketing/recruiting via electronic communications (websites, email communications, twitter, etc.) as well as print communications (postcards, brochures, letters). Specific communications campaigns are based upon the students’ admit type as well as their academic and demographic traits. The other Enrollment Services offices also use a variety of communication formats, although the primary focus is the delivery of information versus a strict marketing prospective.

a. Who is the intended audience for each?
Our audiences include prospective students, their families, high school teachers and counselors, as well as other decision influencers.
We market to freshman, external transfer, intercampus transfer, visiting, and returning students who apply across the fall, summer and spring semesters. We generally differentiate communications based on ethnicity, geography, ability, citizenship, and parental education. We also communicate with prospects over the course of several years, so we run different campaigns for seniors, juniors and younger students.

b. What do you hope to accomplish with this strategy with this audience?
Increase the number of applicants and the yield of admitted students to enroll. In addition, we intend to especially improve these metrics for non-resident, diversity and high ability applications.

c. How much are you planning to spend for each strategy?
This is a complex question which would require further specification in order to respond. In essence, the function of the entire staff and budget of the Office of Undergraduate Admissions is to market IUPUI to prospective students and move them through the process to enroll. For all of the Enrollment Services Office, each interaction with a student, whether in-person, electronically, or in the form of some type of processing interface is an opportunity to market IUPUI to the individual to either convince the person to come to or remain at IUPUI.

d. How will you tell if your expenditure was worth your investment? [Provide return on investment (ROI) data for past expenditures, if available, and plan to track ROI in the future.]
We track applications and enrollees and their interaction with these marketing efforts. Because of the complexity of our marketing efforts, ROI has generally been calculated in overall expenditures and benchmarked against national surveys of admissions offices from NACAC.