Minutes
- Minutes from the January 28th meeting were distributed prior to the meeting.

Announcements from the Chair
Since I am not able to be at the meeting, the announcements are included in the agenda.
- Admissions Update
  - Information from Office of Undergraduate Admissions
    - For fall we remain up at 8% in freshman applications and up 17% in offers of admission. African American applications are up 38% and admissions are up 53%. Asian American and Hispanic applications are even with a slight increase in offers of admission. Transfer applications are up 10% and admissions are up 39%.
    - For summer we have received 264 freshman applications. (370 [final counts] were received for both sessions last year). We have admitted 144 (final counts last year totaled 252). We appear to be on track to at least equal last summer totals.
    - For summer we have received 393 transfer applications (1043 [final counts] were received for both sessions last year. We have admitted 262 (final counts last year totaled 884). The two sessions were nearly evenly split. Therefore we should reach 500 applications by mid to late March and 400 admits by the same time frame to keep on target for the entire session.
  - International Admissions Update (based on 2/11/05 data)
    - Undergraduate applications are up 35%. Offers of admission are up 95%. Because numbers are still small, these percentages can be expected to decline as we progress through the processing season.
    - Graduate applications are up 12%. Offers of admission processed are up 107%. We are processing much more efficiently this year because last year we were just implementing Onbase in this timeframe.
    - Note that OIA reports include both foreign applicants and US residents with foreign educational backgrounds. At census we prepare a more detailed analysis of the applicant pool.
- Planning for Summer and Fall registration
  - Single Summer Term and implications for fees and financial aid
    - Communications are being developed for advisors, recorders, and students to explain the processes that will be used for the summer term
    - The communications will coordinate information from the Registrar, Bursar, and Financial Aid
  - Non degree students taking undergraduate courses only
    - Post baccalaureate students taking undergraduate courses only will be handled by the Office of Undergraduate Admissions. The admission status will permit the students to take undergraduate courses at undergraduate tuition rates.
• If an individual wants to take a combination of UG and grad courses, the individual will be admitted as a Graduate Nondegree student. Graduate tuition rates will be applied for both the UG and grad courses.
• A document will more information is being developed and will be disseminated to the academic units.

• **Message from Dean Plater to the Academic Unit Deans**

  We are approaching the time of year when many of your units will be engaged in student recruitment through on-campus visits and special programs. While we strongly encourage and support these efforts, we are losing much of our effectiveness by not coordinating recruitment. We established the Enrollment Management Council to assist all of us in doing a better job in a more competitive environment, and this body should be a forum for exchanging information about recruitment initiatives—including those targeted to middle and high school students by the graduate professional programs.

  If you are planning any kind of student recruitment effort, please ask your responsible administrator or committee to make certain that you share this information with the Enrollment Management Council by contacting Becky Porter, its chair. The undergraduate admissions office can be an important ally and support service—along with specialized recruitment specialists at the middle school level and staff who are focused on underrepresented students. We need to become strategic AND systematic in our recruitment efforts.

**Graduate Student Programs and Recruitment** *Sherry Queener*
  - **See attached**

**School Initiatives and Activities** *All*
  - SPEA Student Survey *Nancy Lemons*
    - **See attached**
  - What steps are being taken by your school taking for Summer and Fall?

**Fall Enrollment Projections assignment**
  - **See attached information for today’s discussion**
  - The Enrollment Management Council is initiating a process for the academic units to become more systematic in making enrollment projections. Vic Borden is going to generate data on five year trends in both headcount and credit hour enrollments by student level for your school. When the information is available, it will be sent to the representative from each school along with the set of questions attached to the agenda.
  - Each academic unit will be asked to respond to the questions by April 10th. Send the responses to Mark Grove (mgrove@iupui.edu). The information will be collated and form the basis of our discussion at the April meeting.
  - To get you started thinking about the process, the last 30 minutes of today’s meeting will be used for small group discussions. Use this time to brainstorm about what you might include in your responses.
  - You are not response for submitting any information based on today’s discussions. Wait until you receive the 5 year trend data so that you have better basis for making your projections.
<table>
<thead>
<tr>
<th>Upcoming meetings</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>March 25</td>
<td>No meeting</td>
<td></td>
</tr>
<tr>
<td>April 22</td>
<td>1:00-2:30</td>
<td>BS 3009</td>
</tr>
<tr>
<td>May 27</td>
<td>1:00-2:30</td>
<td>TBA</td>
</tr>
<tr>
<td>June 24</td>
<td>1:00-2:30</td>
<td>TBA</td>
</tr>
</tbody>
</table>
GRADUATE PERSPECTIVES
National Views of Best Practices for Enrollment Management of Graduate Programs
Sherry F. Queener, Ph.D.

What are the Challenges?
- Declining resources
- Demand to evaluate efficiency
- Competition for “the best students”
- Changing international degree programs
- Developing relevant new degree programs

Strategies
- Develop more diverse support for programs
- Federal, state government support
- Private foundations
- Business partners
- Become more efficient with existing resources
- Business practices
- Admit the right students and retain them

Competing for “the best students”
- Prospective students prefer websites
- Faculty tend to favor printed materials
- National rankings of institutions/programs
- Difficult to change over short term
- Students use sophisticated strategies
- Seek bids from several schools
- “The best student” vs “The best fit”
- Do you need students who score in the 99th percentile of the GRE?

What Do Students Say?
- “We choose a field of study based on personal interest
- “We want clear information about:
  - Length of program
  - Expectations of program
  - Career outcomes
  - Support during entire program
- “We require health insurance packages
- “We need travel money to attend professional meetings

Best Practices: Advertising
- Goals of program must be clearly stated
  - “This master’s in biotechnology prepares graduates for research careers in the life sciences industry.”
- Length of program must be well defined
- State for full-time and part-time, if allowed
- Expectations of program must be clear
- Incoming: mastery of math, foreign language
- Within the program: thesis or final project
- Career outcomes must be explicit
- Use career outcomes for graduates, recent and distant
• Maintain up-to-date online materials

**Best Practices: Recruiting**
• Use online tools to make early contact
• If aid is available, make that known early
• Use rolling admissions to allow early offers
• With any offer, emphasize the availability of:
  • Insurance coverage
  • Travel funds for professional conferences
• Recruit in cohorts if possible
• Continue contact via faculty even after admission decision

**Best Practices: In Progress**
• Use written policies & procedures manual
• Hold regular advisory committee meetings
• Engage students in departmental work
• Encourage involvement in student organizations
• Engage first year students with students in final stages of the program

**Best Practices: Completion**
• Maintain good audits of student files
• Use advisory committee meetings to plan for completion dates that are realistic
• Put thesis preparation guides or other completion guides in hands of students at the right time
• Recognize the degree with something more than the diploma

**Best Practices: Alumni**
• Maintain contact with newsletter or other formal communication
• Advertise accomplishments of current students to alumni
• Delay requests for money until a pattern of communication has been established
• Engage accomplished alumni by asking them to serve on advisory boards, student committees, or as seminar speakers

**Summary**
• Best practices improve efficiencies by lowering attrition within program
• Assessment and evaluation are improved
• Improved contact with alumni may increase job or internship opportunities for current students
• Better communications improves possibilities for fund-raising

**Resources**
• NSF Workshop Report
  • [www.ehr.nsf.gov/dge/](http://www.ehr.nsf.gov/dge/)
• Workshop Report CGS Communicator
  • Vol XXXVII No 7 (www.cgsnet.org)
• Factors influencing retention
  • [www.phdcompletion.org](http://www.phdcompletion.org)
• NRC research doctoral study
• Program review
  • [www2.acs.ncsu.edu/grad/](http://www2.acs.ncsu.edu/grad/)
School of Public and Environmental Affairs  
Office of Student Services: Fall 2004 Student Opinion Survey

The mission of SPEA’s Office of Student Services is to support you and other SPEA students in your efforts to achieve your academic goals. We want to improve our services to you, and we need your help to do so. Please complete this questionnaire about the assistance that you last received in our office and turn it in along with your course evaluation. Your feedback about our services will help us focus and improve our services. Thank you for giving us the opportunity to serve you!

Instructions: Please do NOT sign your name. Respond to the statements below by circling the appropriate responses and writing any comments you may want to share.

Questions

1. Have you ever met with your SPEA staff academic advisor?
   a. YES
   b. NO → Go to question 7 on the reverse side of this survey.

2. How often do you usually meet with your SPEA staff academic advisor?
   a. EVERY SEMESTER TO PLAN MY SCHEDULE
   b. ABOUT ONCE A YEAR TO PLAN MY SCHEDULE
   c. ONLY WHEN A PROBLEM OCCURS AND I NEED HELP
   d. ONLY WHEN I AM ASKED OR REQUIRED TO MEET
   e. OTHER ____________________________

3. Have you met with your SPEA staff academic advisor during the Fall 2004 semester?
   b. NO

4. We’ve listed some common topics that students often discuss with their advisors. Please circle the number of times you’ve discussed these topics with your advisor since August 2004?

<table>
<thead>
<tr>
<th>Some Common Topics During Advising</th>
<th>Number of times I’ve discussed with my advisor since August 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. General college policies.</td>
<td>0 1 2 3 4 5 or more</td>
</tr>
<tr>
<td>b. Dropping and/or adding course (s).</td>
<td>0 1 2 3 4 5 or more</td>
</tr>
<tr>
<td>c. Possible majors/minors.</td>
<td>0 1 2 3 4 5 or more</td>
</tr>
<tr>
<td></td>
<td>Planning a class schedule for the next semester.</td>
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<td>---</td>
<td>-------------------------------------------------</td>
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<tr>
<td>e.</td>
<td>Transfer credit and policies.</td>
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<tr>
<td>f.</td>
<td>Career alternatives.</td>
</tr>
<tr>
<td>g.</td>
<td>Probation and dismissal policies.</td>
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<tr>
<td>h.</td>
<td>Financial aid.</td>
</tr>
<tr>
<td>i.</td>
<td>Study skills or study tips.</td>
</tr>
<tr>
<td>j.</td>
<td>Personal concerns or problems.</td>
</tr>
<tr>
<td>k.</td>
<td>Studies abroad or other special academic programs.</td>
</tr>
<tr>
<td>l.</td>
<td>Discussing internship opportunities.</td>
</tr>
<tr>
<td>m.</td>
<td>Setting personal goals.</td>
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<tr>
<td>n.</td>
<td>Evaluating academic progress.</td>
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<tr>
<td>o.</td>
<td>Getting to know each other.</td>
</tr>
<tr>
<td>p.</td>
<td>Extracurricular activities.</td>
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<tr>
<td>q.</td>
<td>The purpose of a college education.</td>
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<tr>
<td>r.</td>
<td>Time management.</td>
</tr>
<tr>
<td>s.</td>
<td>Experiences in different classes.</td>
</tr>
<tr>
<td>t.</td>
<td>Student organizations and leadership opportunities</td>
</tr>
<tr>
<td>u.</td>
<td>Student voluntary service opportunities</td>
</tr>
<tr>
<td>5. Questions about Student Services</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>a. I was able to schedule an appointment with my advisor in a timely manner.</td>
<td>1</td>
</tr>
<tr>
<td>b. The SPEA staff was efficient and courteous when I made my advising appointment.</td>
<td>1</td>
</tr>
<tr>
<td>c. The SPEA staff answered my questions effectively and/or I was referred to the appropriate person or office.</td>
<td>1</td>
</tr>
<tr>
<td>d. The SPEA staff was able to give me information about resources and services on campus when appropriate.</td>
<td>1</td>
</tr>
<tr>
<td>e. My advisor was prepared for my advising session.</td>
<td>1</td>
</tr>
<tr>
<td>f. My advisor was knowledgeable about university requirements at SPEA.</td>
<td>1</td>
</tr>
<tr>
<td>g. My advisor discussed my academic plan with me.</td>
<td>1</td>
</tr>
<tr>
<td>h. My advisor helped me to plan a course load that took into account my work and/or other commitments.</td>
<td>1</td>
</tr>
<tr>
<td>i. My advisor helped me to feel at ease in discussing academic-related problems and/or career goals.</td>
<td>1</td>
</tr>
<tr>
<td>j. In general, I was satisfied with the assistance I received from SPEA Student Services during my last visit.</td>
<td>1</td>
</tr>
</tbody>
</table>
6. Questions about You

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I think the Onestart system is easy to use.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>b. Sometimes I put off taking classes I have heard were hard.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>c. I take more classes each semester than I would like to because it is the only way to keep my financial aid.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>d. Sometimes I do not take classes recommended by my advisor because the times conflict with work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>e. Personal problems with my family, spouse, or friends sometimes have affected by schoolwork.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>f. Overall, I feel that the SPEA staff wants to help me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments – Please write here anything else you would like to tell us.
SPEA Student Services Survey

Fall 2004: Undergraduate Students

Selected Results

- 350 students have met with the SPEA staff academic advisor at least once
- 212 students have not met with their SPEA staff academic advisor (includes non-SPEA students)

Questions about you (have seen advisor; n=350+/-)
- 27% strongly disagree (10%) or disagree (17%) that OneStart system is easy to use
- 37% strongly agree (7%) or agree (30%) that sometimes put off taking classes they heard were hard
- 26% strongly agree (8%) or agree (18%) that they take more classes each semester than they would like because it is the only way to keep their financial aid
- 44% strongly agree (15%) or agree (29%) that they sometimes do not take classes recommended by their advisor because the times conflict with work
- 59% strongly agree (25%) or agree (34%) that personal problems with their family, spouse, or friends sometimes have affected their school work
- 70% strongly agree (25%) or agree (45%) that the SPEA staff wants to help me (11% strongly disagree (6%) or disagree (5%))

Questions about you (have not seen advisor; includes non-SPEA students; n=212+/-)
- 29% strongly disagree (12%) or disagree (17%) that OneStart system is easy to use
- 37% strongly agree (6%) or agree (31%) that sometimes put off taking classes they heard were hard
- 25% strongly agree (10%) or agree (15%) that they take more classes each semester than they would like because it is the only way to keep their financial aid
- 47% strongly agree (17%) or agree (30%) that they sometimes do not take classes recommended by their advisor because the times conflict with work
- 60% strongly agree (22%) or agree (38%) that personal problems with their family, spouse, or friends sometimes have affected their school work
- 48% strongly agree (14%) or agree (34%) that the SPEA staff wants to help me (7% strongly disagree (3%) or disagree (4%); 45% neither)

Observations
- Students who responded they’ve seen SPEA advisor at least once in career account for 60-70% of active undergraduates (500-550+/-)
- Few differences in behaviors among students who have seen and who have not seen advisor
- Only difference is in perception that SPEA staff wants to help me, but this is affected by presence of non-SPEA staff in sample
• **Student Services Questions**
  o 20% strongly disagree (7%) or disagree (12%) that they were able to schedule an appointment in a timely manner
  o 14% strongly disagree (7%) or disagree (7%) that the our staff was efficient and courteous
  o 12% strongly disagree (7%) or disagree (5%) that our staff was able to answer questions effectively or refer them to the appropriate person
  o 14% strongly disagree (8%) or disagree (6%) that staff was able to give information about resources and services on campus
  o 15% strongly disagree (7%) or disagree (8%) that their advisor was prepared
  o 11% strongly disagree (6%) or disagree (5%) that their advisor was knowledgeable about university requirements at SPEA
  o 14% strongly disagree (7%) or disagree (7%) that their advisor discussed their academic plan with them
  o 20% strongly disagree (10%) or disagree (10%) that their academic advisor helped them to plan a course load that took into consideration their work and other commitments
  o 21% strongly disagree (9%) or disagree (12%) that their advisor helped them to feel at ease in discussing academic-related problems and/or career goals
  o 21% strongly disagree (11%) or disagree (10%) that, in general, they were satisfied with the assistance they received during their last visit

• 267 of 357 met with advisor since August 2004 (i.e., during fall semester 2004)
• Topics discussed with advisor (of those who met): to be analyzed
Enrollment Management Council – Enrollment Projection Assignment

Within the next couple of weeks, you will be provided data on five year trends in both headcount and credit hour enrollments by student level for your school and asked to respond to the following questions. To facilitate your thinking, you will participate in small discussion groups at the February 25th Enrollment Management Council meeting to discuss with colleagues what you might include in your responses.

Questions

1. Credit Hour Projections
   a. What credit hour projections did your school recently submit as part of the annual budget planning process? Briefly describe how were these projections were determined.
   b. The number of credits taught in your school may be impacted by changes in enrollment in other IUPUI schools or University College. How reliant are you on the number of students from other academic units taking your courses? Which units?

2. Are there any changes occurring in your school that might impact the credit hour enrollments in other schools? For example, have you discontinued a degree program, added new required courses in a curriculum, or created a new major?

3. What is your best estimate as to how many enrolled majors (i.e., headcount) you will have in Fall 2005? What factors are you considering when you make this judgment?

4. What else would you need to know to arrive at more informed projections of both credit hour and major headcount enrollments? Please use the following grid to stimulate your thinking (i.e., attempt to put responses in each cell). Be as specific as possible and include examples of considerations that impacted your projections (e.g., number of high school graduates from the typical feeder high schools).

<table>
<thead>
<tr>
<th>Major Headcount Projections</th>
<th>Credit Hour Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal factors (e.g., major “migration,” the UC pipeline, course taking patterns, etc.)</td>
<td></td>
</tr>
<tr>
<td>External factors (e.g., regional demographics, high school graduation projections, workforce trends, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Information on your academic unit is due to Mark Grove (mgrove@iupui.edu) by April 10. Electronic transmission, please, since it will be collated and used as the basis for discussions at the April EMC meeting.