Introduction
After several years of enrollment growth, the unfolding of the enrollment declines for summer and fall 04 highlight the need for IUPUI to move toward a more systematic process of analyzing, projecting, and managing our student enrollment. Decisions by one academic unit to decrease course offerings in a summer session can shift the campus away from meeting enrollment targets. Classroom availability provides limitations to the offering of courses at peak times. If the campus target is to continue to increase the number of students attending IUPUI, we will need to establish the processes to allocate classroom spaces. Admission standards have been elevated to improve the quality of incoming students and address retention issues. We need to consider the continuing impact of reducing the size of the incoming class on the overall enrollment at IUPUI as well as the diversity in the student body. Continuing analysis will be required to determine the factors that contributed to the decline in enrollment of continuing students for fall 04. IUPUI can benefit from implementation of prospective modeling of enrollments so that we will have more notice of changes.

IUPUI can benefit from establishing a systematic process that will coordinate (or at least be aware of) the interdependent enrollment management activities including clarification of institutional mission impact on enrollment management decisions, program development, marketing, recruiting, admissions, financial aid/scholarships, orientation, and retention activities. In its broadest perspective, the enrollment management activities would examine how we influence individuals in choosing to go to (or return to) college, choosing a college, applying and enrolling at IUPUI, transitioning to IUPUI, remaining in college, graduating from IUPUI, and finding employment. It is critical that the strategic enrollment management initiative operate in conjunction with the IUPUI planning processes and incorporate the establishment of key performance indicators. We can benefit from an examination of whether or not we are doing the right things, if we are doing things right, and how we can make those determinations.

Current State
IUPUI has a several different groups that touch on aspects of strategic enrollment management (SEM). In some cases the foci of the groups overlap and there is not a systematic process for the sharing of information or determination of the most appropriate foci for IUPUI resources.

Some of the groups which have been active recently or are currently meeting include:
   Adult Student Task Force (chaired by Amanda Zimmerman)
   Transfer Student Group (chaired by Scott Evenbeck)
   Learning Environments Committee (chaired by Nancy Chism)
   Office of Communications and Marketing (led by Troy Brown)
   UC Admissions Committee (chaired by Doug Lees)
   Teaching and Learning Doubling Task Force (chaired by Scott Evenbeck)
   The offices composed of Enrollment Services, Passport Office, and the Bursar’s office (led by Becky Porter)

Each of the groups functions independently of the others despite areas of overlap. Common principles or priorities have not been established to guide decision making. For example, how should the admissions standards be restated to reflect the mission and vision of IUPUI? How should classroom scheduling be restructured to accommodate new learning environment
designs since effective and active pedagogies may decrease the number of students that can be accommodated in the classroom? How can technology be used more effectively to increase enrollments, to enhance learning, and to use space more efficiently? While these are not dichotomous choices, we lack a process to interpret the overall impact of the decisions being made by the multiple groups.

Proposal

While one description of enrollment management suggests that this is a cradle to endowment issue, IUPUI could benefit from an initial focus on the core sets of students that define our student population. Even this will require us to examine our practices in light of our mission and identify the most appropriate targets for the expenditure of our resources. For example, given the increasing competitive market for adult undergraduate degree completers, what market share should IUPUI seek and what are the appropriate resource allocations for this effort? How should our enrollment plans reflect city and state priorities for both workforce needs and the development of human potential? How do these efforts interrelate with the focus on facilitating the transfer process for intercampus transfer students and students transferring from other institutions? How can the transfer initiatives leverage the activities currently underlying our special relationship with Ivy Tech Indianapolis and expand to include all the Ivy Tech campuses? What new degree programs are needed? What degree programs might be eliminated (e.g., how long do we retain associates degrees)?

The most critical need will be for schools to model their enrollment goals in the context of capacity (e.g., faculty, mix of part-time faculty and lecturers, space, tuition projections, equipment and special facilities, etc). In several instances, enrollment growth may be cost-prohibitive. In other instances, tuition may be adjusted to reflect market conditions. But in all cases, the resource implications of managed enrollments must be understood.

Factors which need to be determined

- What is our capacity and how will this impact recruiting?
  - What is the capacity of each academic unit and how does that relate to the institutional capacity?
- Who is our target population?
  - How many do we want?
  - What kinds of students do we want?
  - What mix of students do we want?
    - Including consideration of diversity of the student population
- What do we expect to achieve and when?
  - Number of freshman applications
    - Domestic
      - Instate
      - Out of state
    - International

<table>
<thead>
<tr>
<th>Student Status</th>
<th>Non-Credit Education</th>
<th>Certificate</th>
<th>Associate</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Professional</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
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<td></td>
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<td>Part time</td>
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<td>Virtual</td>
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<td></td>
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<tr>
<td>Other</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from R Whiteside (2001)
- Minority
  - Number of freshman admitted (% admitted)
    - Domestic
      - Instate
      - Out of state
    - International
    - Minority
  - Yield of accepted to enrolled freshman
    - Domestic
      - Instate
      - Out of state
    - International
    - Minority
  - Number of freshman enrolled
    - Full admits
    - Conditional admits
    - University College admits
    - Dual admits by academic unit
    - SAT/ATC average
    - % from top half of class
    - Number of transfer applications
    - Number of transfer admits
      - % admitted
    - Total undergraduate enrollment
    - Diversity indicators
    - Freshman to sophomore retention
    - Sophomore to junior retention
    - Junior to senior retention
    - 6-year graduation rate
    - Etc
  - Where do we need to intervene to achieve our goals?
  - Can we generate a predictive model of enrollment so that problems can be identified earlier in the cycle?
  - What is the revenue and cost ratio? What is the optimum size given resource constraints?

Whiteside (2001) describes eight steps to implement a SEM perspective.
1. Establish a sense of urgency
   a. Examine market and competitive realities
   b. Identify and discuss crises, potential crises or major opportunities
2. Form a powerful coalition
   a. Assemble a group with enough power to lead the change effort
   b. Encourage the group to work together as a team
3. Create a vision
   a. Create a vision to help direct the change effort
   b. Develop strategies for achieving the vision
4. Communicate the vision
   a. Use every vehicle possible to communicate the vision and strategies
   b. Teach new behaviors by the example of the guiding coalition
5. Empower others to act on the vision
   a. Get rid of obstacles to change
   b. Change systems or structures that seriously undermine the vision
   c. Encourage risk taking and nontraditional ideas, activities, and actions

6. Plan for and create short-term wins
   a. Plan for visible performance improvements
   b. Create those improvements
   c. Recognize and reward employees involved in the improvements

7. Consolidate improvements and produce still more change
   a. Use increased credibility to change systems, structures and policies that don’t fit the vision
   b. Hire, promote, develop employees who can implement the vision
   c. Reinvigorate the process with new projects, themes, and change agents

8. Institutionalize new approaches
   a. Articulate the connections between the new behaviors and corporate success
   b. Develop the means to ensure leadership developments and succession

The economic impact of the decrease in summer I and fall enrollment and the summer SWAT activities have contributed to establishing a sense of urgency for a change in how we function. These pressures make clear that we need an Enrollment Management Council with broad representation from both academic and administrative units. All interested units should be included. However, the SWAT experience and prior enrollment management projects lead us to believe we need a smaller steering committee to oversee the planning and implementation processes. Key constituencies of the steering committee include:

- Enrollment Services
- Institutional Planning
- IMIR
- Marketing
- Orientation
- Advising
- Student Life and Diversity
- Faculty Governance
- Representatives of Academic Units

The vision for IUPUI has been articulated and restated by Chancellor Bantz through the Doubling task forces, but we need to translate the vision into an action plan to guide the enrollment management decisions being made by multiple components. It will be the responsibility of the SEM steering committee to move IUPUI through the remaining steps to implement the SEM perspective or to refine the process to better meet the needs of IUPUI.

During summer 03, consideration was given to conducting an assessment of IUPUI’s capacity for students and programs. Although it was decided not to proceed with the study at that time, the questions posed provide a basis for conducting an environmental scan that would inform the SEM process. Typical components within an environment scan (as described by Black 2001) would include:

- Enrollment trends
- Demographic trends
- Competitive analysis
- Pricing analysis
- Financial aid leveraging analysis
- Net revenue analysis
- Demand analysis
- Capacity study
- Student satisfaction survey
- Image study
- Admitted student questionnaire
- Geodemographic analysis

Some of this information is currently available within reports produced by IMIR. Other components would represent a different level of analysis than has previously occurred at IUPUI. The usefulness of the various components would need to be considered since gathering and analyzing the information would have associated costs.

One format that should be considered for communicating the SEM strategies follows with illustrations of the information that would be included.

<table>
<thead>
<tr>
<th>SEM STRATEGY</th>
<th>Operation</th>
<th>Objective</th>
<th>Strategic Issue</th>
<th>Strategies</th>
<th>Timeline</th>
<th>Budget</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Operation</td>
<td>Admissions</td>
<td>Attract &amp; enroll academically well prepared and diverse students</td>
<td>Confusion in the public about the quality and variety of the IUPUI academic programs</td>
<td>1)implement follow up processes to enhance utilization of engagement information from Goal Quest programs</td>
<td>Create plan by 7/31</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Operation</td>
<td>Admissions</td>
<td>Attract &amp; enroll academically well prepared and diverse students</td>
<td>Confusion in the public about the quality and variety of the IUPUI academic programs</td>
<td>2) develop 3 year plan for international recruitment activities incorporating both OIA and academic unit international trips</td>
<td>Create plan by 8/31</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Operation</td>
<td>Admissions</td>
<td>Attract &amp; enroll academically well prepared and diverse students</td>
<td>Confusion in the public about the quality and variety of the IUPUI academic programs</td>
<td>3)implement program in middle schools and high schools partnering with IUPUI inviting students to write an essay nominating their best teacher for a teacher of the month award</td>
<td>By 9/15</td>
<td>$1800 ($100 award/month to middle school and HS teacher of the month)</td>
</tr>
</tbody>
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Adapted from Massa (2001)

IUPUI needs to determine the extent of the investment in terms of personnel, funds, and alterations in business practices that should be invested in undertaking a strategic enrollment management philosophy. Depending on the level of change that we undertake, it may be beneficial to either send a contingent of individuals to an SEM conference to jump start the process or bring a consultant to campus (or to a retreat setting) to conduct a targeted seminar. Either approach would signal a change and should help empower the executive and/or steering committee to move forward with designing an action plan.
Alternatively, a more conservative process could be designed which would have less impact but which would begin to coordinate some of the components which impact enrollment management and which are currently functioning independently.

Submitted by
Rebecca Porter