Enrollment Services

- Updates on Fall 2005 Admissions from Mike Donahue

For fall we are up 8% in freshman applications and up 16% in offers of admission. African American applications are up 38% and admissions are up 55%. Asian American and Hispanic applications are even with a slight increase in offers of admission. As a generalization, the stronger students have submitted applications by mid February. This means the quality of students admitted from this point until the close of admissions for fall will tend to have weaker records and will tend to be conditionally admitted rather than fully qualified.

For fall transfer applications are up 12% and admissions are up 41%. We are early in the transfer application calendar with only 15% of the “anticipated” transfer applications received.

For summer we have received 247 freshman applications. (370 [final counts] were received for both sessions last year). We have admitted 133 (final counts last year totaled 252). We appear to be on track to at least equal last summer totals.

For summer we have received 357 applications (1043 [final counts] were received for both sessions last year). We have admitted 230 (final counts last year totaled 884). The two sessions were nearly evenly split. Therefore we are hoping for 500 applications by mid to late March and 400 admits by the same time frame to keep on target for the entire session.

- Planning for Summer and Fall
  - Communications regarding single summer term being developed for students and advisors
  - Information will be a consolidation of information from Registrar, Bursar, and Financial Aid

Council on Retention and Graduation

- The Council has targeted 3 areas
  - Seniors to degree—a subcommittee is examining how to move students on to degree completion
  - Transfer students
  - First year transitions—this is an extension of the work of the Foundations for Excellence project

- Discussions are only focused on UG. Sherry raised questions about looking at graduation rate. Number of students is increasing, but number of degrees is increasing at a higher rate. Sherry will look at this more and will share the information.

Comments on January Full EMC Meeting

- Minutes available by visiting http://registrar.iupui.edu/emc/emc-meetings.shtml

Enrollment Working Group

- New university group chaired by Vic Borden and Jack Tharp and composed of Enrollment Officers and a faculty member from each campus who are charged to use data to maintain market share and to be responsive to state needs.
  - Becky Porter and faculty member from School of Dentistry are the representatives from IUPUI
• Purpose is to be sure that campuses don’t get blindsided with enrollment downturns and that goals and objectives at a campus fall into the campus mission as stated in the mission differentiation project.
• Will advocate for enrollment management on each campus.
• Will probably have its first meeting at the end of March

Enrollment Projection Assignment for EMC Members Becky, Victor, and Greg
• The problem is that academic units are not using a data driven process to determine enrollment projections.
  o It is usually done by the fiscal officers and is based on the credit hours that were generated the previous year.
  o Thought that it would be useful to have individuals learn what their units are doing and determine how to better use information.
• The vision (eventually) is to have a process that would guide the academic units through the enrollment projection process.
• Vic shared some ‘dusty’ projection models that have been used at IUPUI previously.
  o We need to put in the factors that resonate best with individuals and the factors that we can control.
• We need to know what factors to include in the model and what information that people need.
• The obstacles
  o People don’t have time
  o Some schools aren’t interested in heads and some schools are only interested in credit hours
  o It takes time to get the conversations going and to establish that this is valuable
• The March full EMC meeting has been cancelled since it was scheduled the Friday afternoon before Spring Break. The EMC representatives from each academic unit will be asked to gather information from their unit regarding how to project enrollments for next Fall.
• The intent of the discussion is to help attendees to think about additional factors and data sources and needs for their schools.
• Responses will be put into a single document for discussion at the April and May meetings. Tentatively half of each meeting will be used to go through what schools come up with as a way of looking for some best models and educating each other on issues they may wish to consider in further refining matters for individual schools.

Graduate Student Recruitment and Degree Programs Sherry
• Outline of presentation to be given to full EMC meeting February 25th
• Handout will be available at the meeting.

Future Task
• Develop an assessment tool

Transfer Students: Origins, Characteristics, and Retention Victor
• The report presented at the January Steering Group meeting has been substantially expanded to include inter-campus transfer student information. Victor will highlight additions, but discussion on this will occur at the full EMC meeting on February 25th http://registrar.iupui.edu/emc/ppt/transfer.pdf
• Victor and his colleagues in IMIR also have prepared a report on transfer students with a GPA of less than 2.00 and on transfers with the lowest one-year retention rates http://registrar.iupui.edu/emc/ppt/2.0-transfers.pdf
• The problems is that Vic, Becky, and Greg are gone for the 2/25 meeting so the item is deferred to the May meeting

Agenda for Upcoming EMC Meetings
• **Feburary**—see draft agenda below.
  o *WHO WILL CHARGE THIS MEETING?*
• **April.** Troy Brown and Mark Grove are responsible to developing a presentation/discussion on marketing and communications initiatives, some of which will be done centrally, others best handled by the schools or units. Emphasis will be placed on determining what initiatives have been or are most effective with an eye toward a successful Summer and Fall enrollment.
• **May.** Trudy will address the accelerated improvement process and identification and use of benchmarks and best practices.
• **May.** The council will discuss the activities of the past year and make plans for the summer and beyond.

**Future Topics for the Steering Group**
• Methods to involve EM-related groups
• Selections of future “data nuggets” for presentation to the full council. In addition to any data or information sources that support the presentations on central initiatives noted above, Victor has suggested the following as possibilities:
  o Retention
  o Geographic origin of students
  o Student choice of college
  o Correlates of yield (percent of admits who enroll)
  o Major migration
• Brainstorming ways in improve yield
• Marketing/communications and determining what is seen as most effective in terms of maintaining or building enrollment. This is of special interest to the deans as some of the recommended steps require a significant commitment of time by school personnel
• Moving from gateway courses to the major and from University College into the schools and smoothing the transition to the major, both for native students and for transfers *(Note: this may become a focus for the Council for Retention and Graduation)*
• Helping students finish their last year and complete the degree. Too many students take longer in their senior year than may be necessary. *(Note: this may become a focus for the Council for Retention and Graduation)*
• Transfer students and their incorporation into the university following admission. *(Note: this may be a focus for the Transfer Student Task Force)*

The next meeting of the full EMC$^2$ is Friday, February 25th 1:00-2:30 in BS 3009
The next meeting of the EMC$^2$ Steering Group is March 11th 1:00-2:30 in CA 537
Minutes
  • Minutes from the January 28th meeting were distributed prior to the meeting.

Announcements from the Chair
  • Admissions Update
    o See attached (most current to be added)
  • Planning for Summer and Fall registration
    o Single Summer Term and implications for fees and financial aid
      ▪ Communications from Enrollment Services
      ▪ Getting the word out among advisors, recorders
  • Fall Enrollment Projections assignment
    o Due April 10th to be provided

Graduate Student Programs and Recruitment Sherry Queener
  o See attached (Sherry will provide)

School Initiatives and Activities All
  • SPEA Student Survey Nancy Lemons
    o See attached
  • What steps is your school taking for Summer and Fall?

Enrollment Projects

Upcoming meetings
  March 25 No meeting
  April 22 1:00-2:30 BS 3009
  May 27 1:00-2:30 TBA
  June 24 1:00-2:30 TBA

Transfer Student Profile Victor Borden
  ▪ Continued discussion on report presented at January meeting
    http://registrar.iupui.edu/emc/ppt/transfer.pdf
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>d. Planning a class schedule for the next semester.</td>
<td>0 1 2 3 4 5 or more</td>
</tr>
<tr>
<td>e. Transfer credit and policies.</td>
<td>0 1 2 3 4 5 or more</td>
</tr>
<tr>
<td>f. Career alternatives.</td>
<td>0 1 2 3 4 5 or more</td>
</tr>
<tr>
<td>g. Probation and dismissalal policies.</td>
<td>0 1 2 3 4 5 or more</td>
</tr>
<tr>
<td>h. Financial aid.</td>
<td>0 1 2 3 4 5 or more</td>
</tr>
</tbody>
</table>

5
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>Study skills or study tips.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 or more</td>
</tr>
<tr>
<td>j.</td>
<td>Personal concerns or problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 or more</td>
</tr>
<tr>
<td>k.</td>
<td>Studies abroad or other special academic programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5 or more</td>
</tr>
</tbody>
</table>
l. | Discussing internship opportunities.                            |   |   |   |   |   | 5 or more |
m. | Setting personal goals.                                         |   |   |   |   |   | 5 or more |
n. | Evaluating academic progress.                                   |   |   |   |   |   | 5 or more |
o. | Getting to know each other.                                     |   |   |   |   |   | 5 or more |
p. | Extracurricular activities.                                     |   |   |   |   |   | 5 or more |
q. | The purpose of a college education.                             |   |   |   |   |   | 5 or more |
r. | Time management.                                                |   |   |   |   |   | 5 or more |
s. | Experiences in different classes.                               |   |   |   |   |   | 5 or more |
t. | Student organizations and leadership opportunities               |   |   |   |   |   | 5 or more |
u. | Student voluntary service opportunities                         |   |   |   |   |   | 5 or more |
### 5. Questions about Student Services

<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 was able to schedule an appointment with my advisor in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>b. The SPEA staff was efficient and courteous when I made my advising appointment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</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>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</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>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>e. My advisor was prepared for my advising session.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>f. My advisor was knowledgeable about university requirements at SPEA.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>g. My advisor discussed my academic plan with me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</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>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</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>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</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>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</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 (25%) 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 staff was efficient and courteous
  o 12% strongly disagree (7%) or disagree (5%) that the 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