Enrollment Management Council Steering Group
June 10 2005
Minutes

Enrollment Services
• Undergraduate Admissions Update
  o Undergraduate admissions continue to look good, especially in African-Americans.
  o We are dependent on a similar yield of admitted students who enroll and in the meantime use the number of students signing up for and attending Orientation as a proxy. We will have to wait until mid-July to have comparable totals for this year and last, however
  o The narrowing trend in fall freshmen applications continues. Last year we had received 5713 applications at census, so far we have received 5327. At census we had admitted 4132, so far this year we have admitted 3561
  o Last fall we saw a major increase in transfer applications with an 8% increase over the previous year. For fall 2004 we received the greatest number of transfer applications in 9 years (3083) and this year to date we have received 1975

Fall

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>To-date</th>
<th>Compared with Same Point Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>5327</td>
<td>+1%</td>
</tr>
<tr>
<td>Admits</td>
<td>3561</td>
<td>+6%</td>
</tr>
<tr>
<td>Admitted, but not planning to attend (not included in admit total)</td>
<td>133</td>
<td>-20%</td>
</tr>
</tbody>
</table>

African-American
| Applications      | 795     | +19%                              |
| Admits            | 418     | +30%                              |

Transfer
| Applications      | 1975    | + 3%                              |
| Admits            | 1369    | +10%                              |

African-American
| Applications      | 225     | even                             |
| Admits            | 126     | even                             |

Summer term

<table>
<thead>
<tr>
<th>Freshmen</th>
<th>To-date</th>
<th>2004 total at census (first week of July)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>405</td>
<td>370</td>
</tr>
<tr>
<td>Admits</td>
<td>255</td>
<td>252</td>
</tr>
</tbody>
</table>

Transfer
| Applications      | 884     | 1043                                      |
| Admits            | 714     | 884                                       |

Non-degree
| Applications      | 1689    | 1597                                      |
| Admits            | 1602    | 1533                                      |
Summer and Fall Enrollment Update

- Fall report visit [http://registrar.iupui.edu/enrollment/4058/4058-update.htm](http://registrar.iupui.edu/enrollment/4058/4058-update.htm)
- Due to a change in the Orientation calendar from last year, numbers are not precisely comparable for new students. Last year Orientation started earlier than it did this year. As a result, our freshman totals in particular look worse than they are.
  - Summer I census
    - Heads 11,665 (-46, -0.4%); credits 50,760 (2,746, +5.7%).
    - Adjusted credits -2.0% (Med and Dent students had all summer courses registered in Summer I. In previous years they were enrolled in Summer I and II. No adjustment need for Med and Dent headcount in Summer I.)
    - Herron offered fewer courses in Summer due to move to new building visit [http://registrar.iupui.edu/enrollment/4054/4054-update.htm](http://registrar.iupui.edu/enrollment/4054/4054-update.htm)
  - Summer II as of May 31st
    - Comparative adjusted totals due to shifts in Med and Dent noted above
    - Heads 7147 (-616, -7.9%); credits 27,217 (-3056, -10.1%)

Summary of Responses from Schools on Fall Enrollment Activities

The schools were asked to summarize that steps they are taking to encourage Fall enrollment. Responses as of 10 June are provided below.

EGTC

The School of E & T has done a couple of things. First the list has been sent to appropriate departments so that they could talk to students that they know, etc. and then we have send postcards out to all of the students on the list. We have done this in the past and it seems to work.

SPEA

Here’s what we’re doing, so you can communicate with the APPC.

On 6/2, personal emails were sent to the 23 unregistered students who we didn’t have phone numbers for. 3 emails were undeliverable. One student emailed me back asking about what classes to take.

On 6/9, SPEA Ambassadors (and me) will call the students who are unregistered (with no probation, encumbrances, etc). That leaves us with a list of 77 students to call. We will order pizza for the students who are calling and set up a call bank from 5-7pm that evening.

On a related note, we are looking up our newly admitted grad students to see who has not yet registered. In mid-June, we will contact these students to encourage them to register before classes fill up quickly after our June 15th deadline). In July, we’ll request a list of grad students who haven’t registered and we’ll contact those students.

SWK

Our Rising seniors are already registered for the Fall. Our juniors (accepted as sophomore) are registered. As it relates to new sophomores and juniors, we are just finishing our main admissions process for those students who applied by our "priority date". These students will start registration in our social work courses available only to Social Work majors in early August.

Usually, we have our orientation for new students in June, but this year we have moved it to August 3rd.
NURS

All of our majors are registered. Those who are not are known to us and either are no longer in nursing or have an issue that we know about. Pre-nursing are housed at UC and we do not contact these individuals.

Liberal Arts

I can tell you that we have e-mailed all of them and had phone follow-up with some who responded with problems. We are hearing pretty much the same stories we heard last year; lots of “I haven’t had time, a few who are transferring or stopping out because of money, and a small number with financial aid problems, but no where near the number of these we had last year. We have updated the list each time we get new numbers or hear back from those we have contacted; there are still many who have not responded and we continue to remind them. When our UC advisor returns from China, we will follow-up with more phone calls.

From: Ward, Richard E

Becky, I am forwarding the data Amy has gathered from student responses to our first e-mail inquiry regarding failure to register for Fall. We will push the next list out to departments, but our sense is that, as with last year, our figures will suffer most from credit hour shortfall in gateway courses, rather than in the number of majors returning. (they seem to be following the mixed pattern of explanations we saw last year, but there is no sense that many are in a hurry to get the task finished.)

-----Original Message-----

Rick, Bob and Catherine,

This is very preliminary – but we have 34 students who responded last night and today to our email (to 768 students; about 50 ‘error messages’/mailbox full= 718 net) asking them if they would let us know why they had not yet registered.

Attached is a summary sheet of the information received so far. The students simply check off as many of the items as apply to them and they have an option to write in comments or select other and write comments.

We’ve contacted the students who indicated a need for assistance (need to follow-up again with four).

The best news: no one has picked “I won’t be returning to IUPUI because …” (Yes, we have 4 transfers and 2 change of degree – but no one has had a bleakly horrible story about IUPUI.) On the other hand, we’ve heard from a number of students with illness, death in the family, job loss, and other “life crisis” situations. But, bottom line: it seems to be about the money.

University College
The results of UCOL’s contacts to-date appear below. Scott also noted they are contacting students last enrolled in the Fall of 2004.

University College Registration Report – June 10, 2005
N=1616
(1809 Not registered – 193 w/out mailing address)

Total respondents to date- 149

Returning:
Summer 3
Fall 75
Spring 8
Later 1
Waiting to hear if accepted to a program (Dental, Allied Health, Nursing, Education) 5
Transferred:
Arizona State 1
Ball State 4
Bellarmine University 1
Butler 2
Columbus Regional Hospital 1
Hebrew University of Jerusalem 1
Indiana State 1
IPFW 1
IUB 5
IUSE
IUSB
Ivy Tech 3
Marion College 1
Mid America School of Funeral Science 1
PCI
Portland State 1
Purdue 5
Purdue North Central 1
St. Elizabeth Nursing School 1
Univ. of Indianapolis
University of Cincinnati 1
University of Southern Indiana 1
Valparaiso 1
Vincennes 2

Not returning:
Financial 1
Moving
Medical
Personal 4
Pregnant 3
No Reason Given 1
Military 4

Undeliverable-No Forwarding Address -9

Comments
1. I did not enjoy my first year at IUPUI & am transferring to Ball State.
2. I am waiting for Authorization for OIS 327 then I will finish registering
3. I have not registered because I have not paid my balance.
4. I sent an email to Cathy (Buyarski) for assistance with my plan.
5. Can’t register until past bill is paid, will pay by august. Sorry for the delay.
6. Not sure of what to take. (Gave to Cathy Buyarski)
7. I registered for Fall June 2nd
8. Thank you for the notice. I will register for fall classes. My wife is having a baby so I won’t be taking any summer classes.
9. I need to enroll for microbiology and I have a hold on my account so I am unable to enroll on OneStart because of the advising department. The class is almost full so I’d appreciate the hold being lifted ASAP! (Gave to CB)
10. I am awaiting on registering for classes until I hear if I’ve been accepted to the dental hygiene program. If I do not get accepted, I will most likely not be returning in the fall.
11. I need some time off to decide if I am pursuing the future I want. I will return fall 2006.
12. There is a hold on my account.
13. My mom hasn’t paid for my spring semester. I will be returning in the fall.
14. Employment difficulties have prevented my registration.
15. I will be attending Columbus Regional Hospital School of Radiology Program beginning July 1st
16. I will probably not be returning to IUPUI because I want something different and I don’t want to live at home.
17. IUPUI does not offer my major; I will be transferring to Butler in August.
18. I am leaving the Country to study in Israel.
19. No majors that I am interested in at this time.
20. I was accepted to Butler’s Physician Assistant Program.
21. I have transferred to IUPB in order to attend the Optometry School.
22. I am attending Portland State in the fall. Thanks for everything!
23. My parents said I couldn’t live at IUPUI but if I transferred to Ball State I could live there.
24. My work load is too demanding at this time.
25. Change of career plans, working overtime to pay off some debt & then plan to pursue other
options.
26. I am getting married in November and am working too much.
27. I want to apply to the school of education for elementary ed. and I have no more prerequisites to
take. I will start my education blocks in the spring semester.
28. I have applied for dental hygiene programs across the country. I am waiting to see if I am
accepted into any of their programs before I register.
29. I am waiting to hear from the dental hygiene program to see if I am accepted for the fall semester.
I will hopefully be registered later this June once I find out. If I am not accepted I will not be
returning to IUPUI until the next fall term when I will continue to try and get into the DH Program.
30. I will have completed my prereq’s needed for the accelerated nursing program after Summer II.
31. I changed my major and Vincennes is close to home and cheaper for my parents
32. Bellarmine has a beautiful campus that is not only smaller, but also closer to home. I think their
program will better suit my needs considering the one-on-one attention I will receive.
33. I am not returning to IUPUI because I have found Purdue North Central meets my needs better
than IUPUI. My decision is based on personal preference.
34. Changed major to Nursing. (Transferred to Marian College)
35. I am waiting to hear from the Dental School about the Dental Hygiene Program.
36. The bursar said I still owe $500, but I didn’t know about it.
37. I haven’t registered because I haven’t found the time, but I plan to register soon.
38. I haven’t registered yet but I already talked to an advisor and know what I will be taking.
39. I haven’t registered yet because I am trying to choose a major, but I do intend on doing so very
soon. I will be registered for the fall before the end of summer.
40. I have joined the Army and will be in training in the fall of 2005
41. I have transferred to IPFW for the fall
42. I am waiting on a financial aid form from you. I have already signed up for fall.
43. Waiting to hear back from Herron Director about registering.
44. I have been accepted to the Wabash County Ivy Tech LPN program. However, I am planning to
further my degree at IUPUI in the future.
45. I have finished my requirements for the paralegal certificate and will not be returning to IUPUI.
46. I am pregnant and due in September. I will be coming back as soon as I hear something from the
nursing school.
47. I am planning on pursuing a religious studies degree. IUPUI offers general religious studies, I’m
Christian and considering Cincinnati Christian University. I will make a decision once I have all of
the info from both Universities.
48. I have other obligations I must attend to.
49. My baby is due October 13th. I will return in the spring.
50. I gave birth 5/31 and need time to spend with the baby.
51. I felt extremely unsuccessful at IUPUI.
52. I will be returning to IUPUI to apply to the School of Education after completing fall and spring
semester at Ivy Tech.
53. I plan on registering as soon as I decide what I should do about a major. (Gave to CB)
54. I have transferred because the nursing program at IUPUI is ridiculously hard to get into and I
would not recommend anyone to go to that school for Nursing. (Transferred to St Elizabeth Nursing
School)

Admissions
From: Mike Donahue

Attached are the names of juniors (2006) prospects who sent us their SAT or ACT scores. (there
will be a second wave in late June or early July) This was their first appearance on our prospect
list. I have included their university id, name, address and email address as well as their SAT or ACT
score.
We have contacted them and their parents and will put them on our 2006 application and viewbook mailing list.

Please send them information about their major and direct them to your Web sites.

Your activity is an important part of our recruitment efforts.

Responses to the request for school activities have been disappointing. We need a more effective way to track actions and specific dates. One recommendation is to have a brief survey with these questions go out from the Chancellor to the deans.

Members discussed what additional steps the Steering Group could be taking for the Fall.

- The lists of not-yet enrolled continuing students are being sent out at roughly the same times and frequency as they were last year. Last year was the lists were provided more frequently than in the past, the result of a suggestion from the SWAT team.
- Two activities tried last year are not being repeated this year as they were judged as not effective. The first was the special media advertising done for graduate students and the second letters from the Chancellor to students who lived in the Indianapolis area who had previously attended an IU campus but had not been graduated.
- One decision that will still need to be made is whether to extend the deadline for consideration of qualified applicants for admission. Though this resulted in more admits, it also may have contributed to a drop in Fall-to-Spring retention, though it was not the major factor in the latter.
- Mark will pursue getting comparative data for the number of students who appear on the not-yet registered lists from last year and this and the size of the reduction in subsequent lists sent to the schools. He’ll also check with a number of professional programs to see about any changes in their admissions decision dates and enrollment of newly admitted students.

Other discussion items

- Scott asked about a change in loan processing for a number of graduate non-degree students. Becky explained that while regulations allow students with degrees to be considered for Stafford subsidized loans if they are making up specific prerequisites for admission to a degree program, it requires monitoring of individual student enrollment to assure the students remain enrolled for the specified courses. Otherwise we are at risk for being found out-of-compliance and subject to repay and possible fines. Financial Aid staff time is better directed serving the larger student population. The relatively small number of students affected (approximately 120) can still seek loans, just not the subsidized ones.
- Financial Aid notifications were sent out to new students at least two months ago. Financial Aid has a target date of June 15th to send out award notifications to continuing students. This is consistent with when this has been done in the past and requires processing and posting of Spring grades before Financial Aid staff can review records for Satisfactory Academic Progress. Scholarships are being processed now as well so that students will get as complete a picture of next year’s aid at one time.
- Becky reported that the University Library is interested in having information from the Library included in the News You Can Use communication (and Website) created for the Fall of 2004 and used every term since. Members agreed this is a good collaborative effort and a recognition of a good tool.
- Following discussion at the April and May meetings, Amy reported that Jagnews will move to being an opt-out e-mail distribution rather than the current opt-in. This should significantly expand the number of students receiving these important and coordinated mailings from the current 4,000. She will follow-up with Troy to see if this step includes faculty and staff.
• Scott reported that Andrea Beckett, formerly of Nursing, will manage a joint Enrollment Center/Orientation effort to improve the entry of transfer students, including focusing on inter-campus transfers

• A challenge to the schools and campus is to get the degree-requirements created in the new system (replacing IUCARE) so that students and prospective students can more easily determine where they are in terms of meeting curricular requirements. Scott noted this is a particular problem for dealing with students at or above the 56 credit threshold.

• ICHE will soon put out an RFI for a Transfer Indiana site that would help prospective students review transferability and applicability of courses toward degrees in a central location for Indiana institutions. It will require significant effort to build and maintain and will require IUPUI to have finished building its requirements in the new system before being able to share them with a statewide site

Council on Retention and Graduation
• Scott reported that the council’s taskforces continue their work

School-Based Communications
  o We are compiling the list of standard communications that schools have with their students, including sample letters and e-mails. Those will be posted to a common Website for reference and theft by EMC members

Report to Enrollment Working Group
  o Responses to questions posed by the university-wide group co-chaired by Victor Borden and Jack Tharp (IUK) appear below. Prompted by Chancellor Gros Louis, a question about transfer students as part of enrollment management has just been sent by the Working Group. This question is not included in the document included below

Spring-to-Fall Enrollment Comparison
  • A spreadsheet was distributed that provided the change in headcount as of census for Spring 2005 from 2004 and the to-day headcount change for Fall 2005. Though it is imperfect, it provides another way to consider enrollment patterns, especially surges or shortfalls, as they move through a school’s undergraduate class levels.

  • For example, the campus is down 549 sophomores for Fall. This follows a decline of 101 freshmen for Spring. Assuming a normal progression for a fulltime student from freshman to sophomore from Spring to Fall, the number of sophomores the campus is down is much greater than the shortfall from last Spring’s freshmen. Even if we add in the decline of 149 sophomores from the Spring, the Fall decline to date is greater than the combined Spring shortfall for the two classes, suggesting an even greater drop in enrollment by continuing students at the sophomore level. We need to get a better understanding of where these students have gone. An updated version of this report will be distributed to the full council on June 17th.

Comments on May Full EMC² Meeting
  • May meeting was canceled
  • Updated Student Communications Calendar available http://registrar.iupui.edu/emc/emc-meetings.shtml

Accelerated Improvement Trudy Banta
  • In anticipation of the EMC² meeting on June 17th, Trudy provided a brief overview of her presentation and planned discussion by those experienced with using the accelerated improvement model. Representatives from Human Resources who have provided the training also will attend. Trudy hopes that this will drum up additional interest among members for using this tool.
**Victor’s Data Nugget**

- Victor presented a draft of the induced course matrices. The spreadsheets provide views of which students are taking credits in individual schools (such as University College students took 14,531 credits in Kelley during the 2004-05 academic year) for courses at the undergraduate level. This accounted for 24.9% of all undergraduate credit hours taught in Kelley that year.

Where schools have individually coded subject disciplines, such as Liberal Arts, Engineering and Technology, and Science, the credits taken are sorted at the course department level. For schools without such coding (Education, SPEA, etc.), the same sort presumably is possible by using the leading letter for the course, assuming it carries a more specific discipline-level meaning, such as *J-Criminal Justice* in SPEA.

Members discussed how the data might be used, including educating schools on the sources of their students and later being able to plan for projected increases or decreases of majors within major sources of students who take their courses as well as elimination of an entire program, such as the ASN.

The same kind of data is needed at a more discrete level for students within University College where the wide breadth of potential majors masks any more specific gain or drop in a particular major, such as those interested in computing-related disciplines. The schools also are interested in more information on students enrolled in University College in order to have a better understanding of the number of majors in the pipeline.

Victor suggested another view of the data that would start with students by major within a school to see where they take their courses. This is more challenging as the number of data cells expands significantly.

Having both views, however, would help the schools in course scheduling and in academic advising.

While these will be important in developing an enrollment projection model, schools must also be sensitive to curricular changes and the need to communicate these to schools that teach these courses. For example, Nursing’s elimination of a Chemistry requirement had significant impact on the School of Science. Knowing these changes ahead of time allows the course school greater ability to make appropriate adjustments in course and instructor scheduling.

Trudy suggested this also points to both the need and opportunity for cross-disciplinary cooperation, including a greater need for a cross-cutting curriculum committee. In addition, Greg is interested in additional data on offerings and enrollment in related departments, such as SPEA and Political Science where it may be possible to combine smaller-enrolling courses into a jointly-offered section meeting a requirement for students enrolled in either school.

A significant goal of sharing the data is to impress upon EMC² members the great interdependency of the schools and the importance of understanding, valuing, and communicating.

Before giving them the spreadsheets, Victor will ask members to identify the sources of their students and after those answers are recorded, instruct them in how to use the spreadsheets to answer the questions. It will be interesting to see how the two sets of answers compare. Members from administrative units will be paired with those of the schools to keep them engaged and to improve their understanding of the challenges the schools face.
Agenda for Upcoming EMC² Meetings

June
- The council will continue discussion on enrollment projection sources and methods, including planning for a workshop that will allow hands-on practice with school data, including use of excel and the induced course load matrix (30 minutes). Before giving them the spreadsheets, Victor will ask members to identify the sources of their students and after those answers are recorded, instruct them in how to use the spreadsheets to answer the questions. It will be interesting to see how the two sets of answers compare.
- Trudy will address the accelerated improvement process and identification and use of benchmarks and best practices (20-30 minutes)
- The council will discuss the activities of the past year and make plans for the summer and beyond (30 minutes)

August/September tentative
- Strategic use of Scholarships Beth Barnette
- Course Scheduling Nancy Chism and Mary Beth Myers

Review of 2004-05 and Priorities for 2005-06
- Review activities of 2004-05 year
  - What was most useful?
  - Changes for meeting format for full EMC² next year
    - Wherever possible and appropriate, issues that require decisions should be brought to the group. This will make for a greater need to attend the meetings and a higher level of engagement
    - Members concluded we tried to fit too much into the meetings last year, leaving too little time for discussion. There was also some discussion of adopting task groups where appropriate, though the expressed interest in learning more about the principles and specifics of Enrollment Management suggest keeping the larger group together. This also allows the opportunity for a broad sharing of ideas, though we may break into smaller groups for in-meeting activities, such as the successful brainstorming at the September 2004 meeting
    - Where appropriate, activities should be reported to the deans
  . Review and update of 2004-05 Priorities to form 2005-06 Priorities see below
  . Assessment of our work
    - What are we doing?
    - How well are we doing it?
    - What should we be doing to make it better?

The group reviewed Bontrager’s core concepts of successful strategic enrollment management at IUPUI on a scale of red (unacceptable/no progress) yellow (not acceptable/little progress) and green (acceptable/clear progress)
- establishing clear goals for the number and types of students needed to fulfill the institutional mission **Red**
- promoting academic success by improving student access, transition, persistence, and graduation **Yellow** with an up arrow
- determining, achieving, and maintaining optimum enrollment **Red**
- enabling the delivery of effective academic programs **Green** with a ? on definitions
- generating added net revenue for the institution **Yellow**
- enabling effective financial planning **Red**
- increasing process and organization efficiency **Yellow**
- improving service levels to all stakeholders (e.g., prospective and current students, other institutional departments, other institutions, coordinating agencies) **Orange** (red turning to **yellow**)
o creating a data-rich environment to inform decisions and evaluating strategies
  Yellow (have data, but can’t/don’t use well)

o creating and continuously strengthening linkages with functions and activities
  across the campus Green

Source: Bontrager (College and University Journal, 79:4; 2005) Visit
  http://registrar.iupui.edu/emc/emc-101.shtml

Members agreed that in order for this activity to be useful to the full EMC, members
would need to have read the Bontrager articles. Additionally, respondents would
need to determine the appropriate scale for the answers, such as at the level of
the institution, school, or department. An alternate suggestion was to apply the same
evaluation to the revised list of priorities for the council (see below).

Another suggestion was to have members of the EMC² review the priorities on scales
of satisfaction (with progress to date) and importance.

Finally, Victor reminded the group that objectives for the goals still need to be set.

o Methods to involve EM-related groups such as
  ▪ Transfer Student Task Force
  ▪ Council for Retention and Graduation
  ▪ APPC
  ▪ Graduate Affairs Committee Recruitment Group
  ▪ Scholarships
  ▪ Ivy Tech Transfer group (Rick Ward and Kathy Lee)
  ▪ Gateway Group
  ▪ Learning Environment
  ▪ Others?

Future Topics for the Steering Group

• 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 Geographic origin of students
  o Student choice of college
  o Correlates of yield (percent of admits who enroll)
  o Major migration

• 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)

• Additional review on the special challenges of intercampus transfer students who,
  according to IMIR’s recent study, bring lower grades and are less-well prepared to
  succeed than many external transfers

• Review additional data tools such as www.savi.org and GIS to provide schools with
census, employment, housing, and education data that may be use in recruiting new
students and in thinking about enrollment in more sophisticated ways.
  o We might be able to work with faculty in some of their courses or with graduate
    students
The next meeting of the EMC² Steering Group is August 12 1:00-2:30 CA 438
The next meeting of the full EMC² Council is June 17th 11:30-1:00 BS 3009
Enrollment Management Priorities (2005-06)

1. Assessing enrollments in the context of longer-term implications and developing short-term plans to attract and retain students in enrollment patterns that will provide a fiscally responsible bridge to our longer-term goals;
   - Assessment of continuing student satisfaction and success
   - Assessment of alumni to determine student success

2. Developing program-specific enrollment goals reflective of the schools' objectives and missions, community need, resources and capacity, and future program developments (i.e., the emergence of new, often interdisciplinary fields);
   - Review the programmatic mix and new program development based on community needs
   - Assess facilities and classroom utilization. Determine program capacity (number of faculty, number of majors that can be handled)

3. Expanding IUPUI's post-baccalaureate enrollments in absolute and relative terms, in part by attracting highly-prepared and talented students as undergraduates with the prospect of their continuing their education at the graduate level;
   - Focus on evolving list of areas of excellence, but not to the exclusion of other programs
   - Collaborate with the Graduate Affairs Recruitment Group in the development of a marketing plan that articulate the campus' strengths
   - Strategic use of financial aid and scholarships to attract and retain

4. Enhancing relationships and raise expectations of major sources of our students: Ivy Tech and high schools;
   - Align high school graduation requirements with college matriculation expectations so as to increase expectations and improve quality
   - Increase number of articulated courses and programs to ease transfer process

5. Maintaining and enhancing our commitment to diversity and internationalization of the campus;
   - Reflect mission-related global distribution and intentional proportions of undergraduate, graduate, and post-graduate enrollments
   - Power of Two document

6. Ensuring effective services, educational opportunities, and programs for learners—formal and informal—through new program formats (e.g., life-long learning, certificates, modal and intensive time commitments outside of traditional formats and calendars, including summer scheduling), the use of technology, and emerging patterns of engagement with learning through communities of practice;

7. Empowering offices and individuals to take direct actions in a timely manner that will achieve the goals we have set for ourselves based on the effective use of information for both planning and decision-making;
   - Educate the campus as to the importance and use of enrollment management by development of new tools and templates and provision of training. Connect with Richard Turner in his new role and find ways to make such training embedded and regular for new chairs and deans, among others

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

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

Cutting across all of these:
   - Identification and promotion of best practices
   - Development of benchmarks and setting interim and longer-term goals

10 June 2005
IUPUI Response to Enrollment Working Group Supplemental Questions

1. *Please review the document distributed at the first meeting, "Preliminary Summary of Enrollment Management Across the Campuses." Correct any elements of the summary as appropriate and fill in any missing cells. Then revisit your initial response and make sure the items you added to the summary are included there as well.*

IUPUI has no changes to the responses provided earlier.

2. *Please provide a response to the following additional questions regarding Enrollment Planning on your campus:*

   a. *Where is enrollment planning heading on your campus and how will this align with the mission differentiation effort? Do you expect to set specific enrollment targets or objectives and, if so, at what levels (e.g., overall by student level—undergraduate, graduate, or more specifically for certain types of students (in-state, out-of-state; traditional, non-traditional; etc) or for certain programmatic areas? In what timeframes do you expect these developments to occur?*

   Enrollment planning at IUPUI is consistent with the campus’ mission statement.

   “Indiana University–Purdue University Indianapolis (IUPUI) is the urban research and academic health sciences campus of Indiana and Purdue Universities. IUPUI’s mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels attainable nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor’s, master’s, doctoral, and professional degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.”

   The Enrollment Management Council is working with the individual academic units toward establishing informed enrollment projections and targets.

   While we anticipate these will vary by individual school, its programs, and the populations and levels of students each serves, our current efforts are focused on training the schools in Enrollment Management concepts and the sources and uses of data in planning and specific activities.

   No specific timetable has been established for the schools to be ready to provide detailed projections and goals.

   For more on the work of the Enrollment Management Council, visit [http://registrar.iupui.edu/emc/](http://registrar.iupui.edu/emc/)

   b. *How will issues related to diversity be accommodated in your enrollment planning efforts? How are or will diversity components of enrollment planning be related to other diversity development efforts on your campus (especially those related to improving the persistence and graduation rates of diverse students)?*

   Diversity is a core value at IUPUI as evidenced by the Diversity Cabinet chaired by the Chancellor. IUPUI has a multicultural outreach office within Enrollment Services and has significantly benefited from the enrollments of Ivy Tech students through our Passport program.

   For more on diversity efforts at IUPUI, visit [http://registrar.iupui.edu/emc/double/double-d.pdf](http://registrar.iupui.edu/emc/double/double-d.pdf)

   c. *At what levels and in what ways should campuses be accountable to University Administration for their enrollment planning and management efforts?*

   We believe it is important to be guided by our campus-based mission statement and to perform our work by making use of available best practices, relying on university tools and consistent with appropriate university academic and fiscal polices.
d. **Please identify ongoing efforts on your campus to develop further its strategic relationship with Ivy Tech as it develops further its community college mission. For each effort, provide a contact name, a very brief description of its purpose, and a general description as to who is involved (i.e., the types of individuals, not the specific names).**

IUPUI and Ivy Tech Indianapolis established a formal relationship 15 years ago intended to better serve the educational goals and opportunities of our region. The resulting Passport and Partners programs have become models for both institutions throughout the state. In addition to finding ways to simplifying the process of moving between the two institutions, faculty have worked closely together in reviewing course and curricular content to expand the list of transferable courses and articulated programs.

The close collaboration with Ivy Tech in the Partners’ program has allowed IUPUI to defer students to Ivy Tech where they can address skills deficiencies in a number of courses, with a guarantee of admission to IUPUI upon completion of the specific courses. Entry to post-secondary education is still available to students needing this kind of assistance, but in a smaller institution where remediation is more central to its mission. This has allowed IUPUI increased opportunity to raise its admissions requirements and provided a less stratified set of students to our faculty in terms of preparation.

In some cases Ivy Tech may be a better place for a student to begin post-secondary education due its lower costs and a smaller size.

For more on Passport visit [http://www.iupui.edu/~ivy/](http://www.iupui.edu/~ivy/). For the latest analysis of enrollment trends under the program, visit [http://registrar.iupui.edu/emc/passport1.pdf](http://registrar.iupui.edu/emc/passport1.pdf)

e. **What is the current status of your campus admissions requirements vis-à-vis the evolving state standards (e.g., Core 40, Honors, etc.). What major issues and concerns does your campus have regarding the alignment of admissions standards with the State requirements and across the IU campuses?**

IUPUI’s admissions requirements are consistent with the university and state standards, including Core 40 and Honors diplomas.

IUPUI faculty have worked hard for many years in developing the Principles of Undergraduate Learning that align with the curricular design for the degrees we award and emphasizes the incorporation of the principles throughout the students’ education.

The PULs recognize the great variety of programs and fields of study, while still ensuring a graduate, regardless of specific degree, has those skills and competencies deemed necessary for success following graduation.

f. **Do enrollment planning and the setting of enrollment goals include the expansion of international students?**

Yes. Consistent with our mission statement, expanding the number of international students is an important component in meeting our educational goals while also increasing the university’s diversity. This benefits students studying from abroad as well as those from our region. We have increased the recruitment of international students and work closely with our Office of International Affairs in helping these students succeed. We are happy to report that despite declining enrollment nationally among international students, we have fared well with the number of international students at IUPUI.

For more on the work of the Office of International Affairs, visit [http://www.iupui.edu/~oia/](http://www.iupui.edu/~oia/)
g. **(For Faculty Representatives, especially). What role does University Faculty Council expect to play in shaping campus admission’s standards and what is the current status of those efforts?**

Undergraduate admissions guidelines at IUPUI come out of our Undergraduate Admissions Committee. This committee is mainly comprised of faculty members with joint appointments in IUPUI’s University College, as well as representatives of relevant standing committees of IUPUI’s Faculty Council, including Academic Affairs, Student Affairs, and Faculty Affairs as well as representatives from Enrollment Services and Information Management and Institutional Research. Individual academic units can set admission standards for their specific units.

The charge for the group is to ensure the development, monitoring and enforcement of undergraduate admissions standards consistent with University policy and to establish effective practices and services that help IUPUI attract and retain students whose diversity, preparation, and interests reflect its campus mission.

This policy was approved by the IUPUI Faculty Council in April 2002, effective with the entering class of 2004. For more information, visit [http://www.iupui.edu/~fcouncil/documents/admissionsanduc.htm](http://www.iupui.edu/~fcouncil/documents/admissionsanduc.htm). *Note that an example at the end of the document regarding Core 40 is dated.*

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