Enrollment Management Task Force
April 2 and 22, 2014

Both meetings were devoted to a presentation and discussion of Creating IUPUI’s Sustainable Enrollment Management Strategies.

- The following are comments related to slides included in Becky’s presentation. Due to time constraints, the presentation was made over the two meetings.
- The core of the presentation was excerpted from the Education Advisory Board’s Future Students, Future Revenues: Creating a Principled and Sustainable Enrollment Strategy (March 2014). IUPUI-specific data were added to some of these slides and additional ones included in the presentation.
  - See the PowerPoint for the referenced slides

Slide 4 Blood from a stone
- SSI savings are far less than originally projected partly due to exempting academic unit student services from inclusion in the SSI project.
- While the original consultant estimate was for $22 million in cost savings to the university, IU is now looking at $5-7 million in savings of which half goes to University Student Services and Systems (USSS) to provide central services to all campuses in a number of Enrollment Services-related functions; net savings to IUPUI are projected at about $767,000.
  - With the move toward increased centralization of ‘back office functions’, we have to be vigilant in terms of monitoring how this may affect service provision to IUPUI schools and students.
  - Student Financial Services has completed the majority of the transition and is surviving. This has been eased somewhat as financial aid processing is fairly routinized and similar at all campuses due to the need for compliance with state and federal regulations. Student Financial Services is now adding an expanded focus to seeing what we can add in terms of financial literacy training for our students.
  - The university is moving toward centralization for Admissions processing. At this time, the shift of IUPUI UG admission application process to USSS is projected to occur over the summer. 12 Admissions staff lines will transition to USSS.
  - When fully operations, 30 Admissions processing staff/data-entry staff will be in USSS, divided geographically between Indianapolis and Bloomington.
  - We’ll still accept all of our documents here and image them locally before passing them to USSS for additional processing. This provides us an additional level of control.
  - We have cut the processing time from receiving an application to an admissions decision nearly in half at IUPUI in the last couple of years. As noted above, we will need to keep watching this turn-around time, especially during peak application times when IUB and IUPUI applications are both coming in. We also need to look at the applicant and admission numbers to see if faster processing throws off our projections. For example, applications and admits for the Fall of 2014 are up when compared to this same point last year, though
we don’t yet know how much of this may be due to faster processing. See also discussion on Slide 11 below.

- Registrar functions are much more technology dependent, so it is not quite as clear when transitions will happen. One sample of issues—with a change in CRM last weekend, a filter was missed and 40,000 IU students received a welcome message from IUPUI. This prompted additional concern among some students following the data exposure story. The more we centralize, the more likely it is that messages may go out more broadly than we intended.

**Slide 5  Source of revenue (what got us here)**
- Among the challenges we face going forward are a decline in high school graduates; additional retention challenges due to growth in the at-risk population; price sensitivity; and increased competition with other institutions in use of merit aid.

**Slide 7  Gap in enrollment growth from earlier experience**
- Our enrollment goals are pretty aggressive.
- If we could move into dual credit market substantially in Indianapolis that would help, but IUB’s entrenchment in providing such courses poses a barrier. While this effort doesn’t result in a great deal of income, it does result in heads. IUB has approximately 4,000 students enrolled through its Advance College Project initiative statewide.

**Slides 8-10; 12-13 Fall and Summer Enrollment (as of 4/21)**
- Becky noted that we are seeing earlier enrollments by our continuing students this year. As the registration cycle progresses, the lead we’ve had over 2013 narrows. She expects we still will finish ahead of last year, though not by as much as the initial enrollment reports in early April suggested.

**Slide 11  Fall Beginners (as of 4/14)**
- The slide provides comparative totals for 2012, 2013, and 2014 for applicants, admits, and deposits. As Orientation has not yet started, no enrollment numbers yet appear.
- Chris noted that we are substantially ahead in Fall beginners. He added that a good deal of this may be due to “front loading” with students responding earlier with housing pressures, etc.
  - Interest in the Tower is huge, though we don’t know what will happen with growth in student admits once the Tower is full and if those admitted students who can’t secure space in it will stay. On the other hand, we understand that our improving reputation and appeal and increasingly becoming a student’s first-choice are probably part of the draw.
    - Jason added that we are looking at expanding our use of Park Place by adding the last three floors to help meet student demand. He believes such demand improves our argument for the need for additional on-campus housing.
- Chris expects that by census we’ll add 100-150 students over last year’s class.
Slide 14  Location Matters, Still

- Indiana is not as bad as the rest of the Midwest, but we are seeing more competition from other states. Out-of-state enrollments nationally aren’t increasing which may have been a reflection of the economy over the past several years.
- We have to look at a more effective tuition discounting strategy for aid that would attract out-of-state with a certain profile. We need to become more sophisticated. Niche programs may not need the additional help (Motor Sports).
  - Ball State gives Illinois residents a tuition rate that is 150% of in-state, for example, far below our non-resident rate. Discounting 12-15% won’t put us in a competitive position.

Slide 15  Shifting Student Mix (Ethnicity)

- The largest growth in high school graduates by 2021-22 will be in Hispanic students. We have a dedicated recruiter and work toward good community cooperation. Having a recruiter alone isn’t enough to attract and serve.
- How do we go after influencers of this group? What community do they find once on campus?
- We also must note that the Hispanic population also brings challenges, including a much larger portion of First-Generation Students, a lower median family income, and a lower graduation rate.

Slide 16  How we are responding

- What we are doing appears on the left slide of the curve, such as significant out-of-state recruiting efforts, including the west coast.

Slide 17  Pathways

- With our having raised the minimum number of credits required for deferred students to transfer from Ivy Tech to from 15 to 26 and the establishment of a 30 credit Gen Ed core, students are much more likely to remain at Ivy Tech somewhat longer to complete those requirements. This will affect schools like Liberal Arts that offer a significant portion of the Gen Ed courses and will also have an impact on our overall enrollment numbers, at least in the short term. See also discussion on Slide 28.
- Indiana four-year institutions are under pressure from legislature and ICHE to define additional transfer pathways. We are still likely to draw students in their second year.

Slides 18-24  English Language Learners & International students

- English language learners have potential to grow.
  - Slide 13 shows IUPUI’s aspirational growth goal for international enrollment.
    - We have been at 6% and have a goal of 8%.
- India’s growth is helped by Purdue-mission programs.
- We need to consider diversifying the number of countries that are the sources of our students so that we are not as dependent on a small number when local economic conditions or policy changes (such as the Saudi program) may negatively affect enrollments.
Slide 25 The ESL Opportunity

- There is a group of students who need English language assistance to perform well; they have financial ability but have not been well served by US institutions. Liberal Arts and OIA have two initiatives
  - PIE: Program for Intensive English. To be launched fall 2015 to “replace” ELS
  - EAP (IAP): English for Academic Purposes/International Academic Pathway. Supportive English language course work that students can take in their first semester if TOEFL is appropriate.
    - This provides the opportunity to repackage the institution for continuity of program for students.
    - This also will help with our 2+2 agreements in demonstrating to our partner institutions that we have a way of supporting students who may need some help while also moving them along in their desired program of study.
  - The TOEFL will now be 80 and makes us more attractive since this is the typical score among our peers. Students can start their desired program along with additional English support.
    - IAP will provide a broader umbrella in terms of programming as well as improving English proficiency.

Slide 26 Choosing the Right ESL Pathway as sources of International Students for Individual Institutions

- While three pathways are shown (Community College, Vendor-Assisted Pathways, and In-house ESL programs), we have used two: partnerships with some community colleges on the west coast with large International populations and especially in-house pathways as noted in the previous slide.

Slide 28 Community College Transfers

- We want to continue to nurture our relationship with Ivy Tech, but we should not expect or rely on immediate growth.
  - While Ivy Tech grew substantially in the first part of the last decade, their enrollments have flattened significantly in the last couple of years. Our new transfers from Ivy Tech have been flat the last several years, including declining by nearly 5% for Fall 2013.
  - Given its very poor graduation rate, Ivy Tech has not been a great source of students transferring with a completed Associate Degree.
  - As noted in Slide 17, students are likely to remain longer at Ivy Tech with the increased push for students to complete 30 credits in the General Education core as well as the larger number of completed credits required for students deferred to ITCC.
  - Ivy Tech is considering changes in some of their A.S. degrees by converting them to A.A.S. curricula. This conversion to more “workforce ready” degrees means that they won’t line up as well with our programs as do the current A.S. programs.
• We are looking at any Ivy Tech AAS degrees that lead to a certificate or similar credential and perhaps move to credit by credential. One example of credit by credential is the RN-BSN for which RNs receive credit for the nursing knowledge that is verified by the process of receiving the designation of RN.

• Ivy Tech is a mature market for us. We are starting to see some growth in students transferring from private institutions, likely driven by the student and family concerned about the relative benefits of such enrollment given the higher costs.

• There is a real interest on behalf of high schools who advise students they know will start at Ivy Tech to also talk about the next institution. We want to help the HS counselors build that plan for students while they are still in high school. We are meeting with some HS counselors to discuss how best to serve these students.

Slide 29 Credit Evaluation Bottlenecks

• We recognize the bottleneck that can occur with credit evaluation and that be a disincentive for students making decisions on where to transfer
  o We have approached this by providing information through our Credit Articulation and Transfer System (CATS) an on-line tool for students to use in reviewing how individual courses transfer from a number of feeder institutions.
  o IUPUI has adopted a process to review UNDI credits and assign them to the Gen Ed category. Though the evaluation and assignment will be fairly labor intensive for the next couple of years, we eventually will benefit from this investment of time and resources.
    ▪ Kathy described the Foundations of Excellence project out of the Gardner Institute, noting that this is an 18 month process that begins with a self-study on how we can become a better/more supportive institution for transfer students. The Council on Retention and Graduation will be involved in this initiative.

Slides 31 and 32—Professional Master’s

• Sherry defined Professional Master’s programs as those that have disciplinary components as well as another aspect, such as business. The programs provide integration of two different fields (vs. research masters).

• Enrollment in Master’s Programs at IUPUI has been flat over the past five years.

• Sherry is trying to raise interest in developing new professional master’s programs among the sciences. There are some challenges with faculty who may see the time needed for such programs as taking away from their primary role of research. Professional Master’s programs can also pose a curricular challenge due to the students’ greater range of educational background and how best to address that.
  o Anatomy is thinking of broadening is Master’s Degree and already has an education track in its Ph.D. This is a growth market in most places.
  o Lilly, Dow, and others who have expressed interest in such training.

• There are external challenges in developing and implementing such programs due to strong competition from on-line programs from other institutions, addressing different regulations, and
the timeline for development and approval can be a disincentive as it can be a multiyear process.

- Creating Professional Master’s programs may involve a greater reliance on non-traditional faculty and perhaps some speculative hiring.

**Slide 34  Projected Comparative Growth in Adult and Traditional Student Enrollment**
- While the nationwide projected annual increase between 2011 and 2021 in the *percentage* of degree-completers 25 and above is double that of traditional age students, the *number* is substantially smaller, only about 40% of the traditional age population.

**Slide 35 Age of Undergraduates at IUPUI**
- Between 2009 and 2013 the number of undergraduates 25 and above decreased by just under 1,300 heads (-6.5%) while the number of traditional age undergraduates increased 1,466 (+6.5%). Smaller number and percent of 25+

**Slide 36 IUPUI Undergraduates Age 25 and Above at Time of Entry Fall 2009-2013**
- The number of enrolled beginners in this age group is declining.
- External transfers have increased over the five-years of the report, but relatively flat or declining the last three years
- Returning students are those who had initially enrolled at IUPUI who left for a couple of semesters and are now coming back. That number is falling, but as our retention rate improves, the pool of those stopping out also declines.
- Overall, the number of adult students is often seen as larger at IUPUI than it is. This group is not likely to grow unless we can offer something different from the multiple other educational opportunities that are available.

**Slide 37 Credit for Prior Learning**
- Awarding credit for PLA is an important factor in attracting and graduating adult students.
- PRAC is pursuing this and IU enterprise-wide is looking at this in our fee structure as a way of supporting the costs of assisting with portfolio preparation, faculty review of the portfolios, and awarding of credits.
- PLA is sometimes confused with Competency-Based (CBE) credit. The latter is based awarding credit based on achieving defined competencies/ learning outcomes which are defined at the certificate/degree level, not the course level.
  - IUPUI applied for and just received a *jump start* award from CAEL for Competency-Based Education. CAEL will come in and do some training for 20-25 individuals. More information will be provided on this as we go forward.

**Slide 38 Adults Seek a Broader Range of Flexible Options**
- Key factors of adults in choosing a program are affordability, convenience, and career outcomes.
Though 50% of students prefer hybrid instruction, only 30% want a program that is fully online.

**Slide 39 Comparison of Institutional Aid between IUPUI and the University of California**

- UCAL spends the equivalent of 1/3 of its tuition income on financial aid while IUPUI awards about half that percentage (16.1%).
- IUB also allocates substantially more funding to institutional aid, equating to 28.4% of student fee income or 26.6% after removing athletically-based aid.
  - IUPUI awards the equivalent of 15.3% of student fee income if athletic aid is excluded (slide 40).
- If we want to achieve our enrollment goals, we will need to have additional funding dedicated to institutional aid.

**Slide 41 Changes in IUPUI Institutional Gift Aid 2008/09 through 2011/12**

**Slide 42-44 IUPUI Enrollment Goal and Recent Enrollment Trends**

- If we grew 3% each year we reach the 2020 enrollment goal in 2018.
- If we grew 2% each year we would reach the 2020 goal by 2019.
- Actual enrollment between 2009 and 2013 was flat for Indianapolis (-8 heads) and up only very slightly for IUPUI combined (+105 heads; +0.3%).
- While we have added undergrads at the front end, this is barely offsetting the growing number of graduates. Unless we see something substantially change, we can’t meet the 2020 or 2025 enrollment targets.
- Our 2020 degree goal is 6,900 total degrees. We are awarding 6,549 degrees in 2014.

**Discussion**

**Limiting issues**

- David noted that we are under pressure from Purdue-WEST Lafayette to limit on-line to niche programs or to serve the donut counties so not to compete.
- We continue to face real instructional space issues. While our overall assignable square footage seems adequate in certain formulae to those not familiar with the campus, we don’t have the space in the right configuration, often resulting in what appears to be underutilization when we must assign some small classes to large auditoria as the only space then available.
  - We need help from the schools to push space discussion, including improved utilization for on-campus programs (or those at least here part of the time).
  - We also need more collaborative spaces, not just instructional.
- David added that when we compare our offerings to those of the rest of the Urban 13 that we come up short in graduate programs.
Recruiting

- Bill noted that beyond going after degree completers, we may have to cut into the market share of other in-state institutions.
- Graduate recruitment Council—led by Sue Wheeler (Sherry). Sherry suggested they need and want to get more schools involved in these outreach efforts.
- We have been increasing our market share—part of problem is retention.
- Private institutions are often asked to respond to student requests to match financial aid packages offered by other institutions. While this often is possible both because of their available resources and history of discounting, we generally don’t attempt to pursue such a match due to our more limited funding options and due to the much larger operational scale due to our significantly larger student population.
  - Sherry noted she has a small fund to help schools respond to particularly desired graduate students and David noted Engineering and Technology is establishing one.
- IU has contracted with the Delta initiative (a consultation group) to provide recommendations on CRM products which may result in a change in vendors.
- As CRM becomes more available for enrolled students, we can look at characteristics to help recruit our current undergrads for graduate programs here.

Other

- David suggested a better highlight to use is the number of graduates as a ratio of enrollment. Our degree production has grown even if our enrollment has been flat.
- We need to retain better and graduate faster—need to keep pipeline full and to make best use of ROI.

Next Meeting

- Chris will lead a follow-up to this conversation on recruitment, including graduate students and the adult market.