

## **Enrollment Management Steering Group**

### **September 13, 2004**

Members present: Trudy Banta, Victor Borden, Troy Brown, Scott Evenbeck, Amanda Helman, Doug Lees, Greg Lindsey, Becky Porter, and Sherry Queener. Guests: Bob Keck and Mark Grove

Becky welcomed the group and outlined the afternoon's activities. She provided a brief summary of how the Fall enrollment process went, including the status of issues with financial aid. Becky noted that there had been a quick decision needed in mid-August as to whether to cancel enrollments for non-payment ("washout") and the results on not conducting a wash were positive.

A communications plan regarding financial aid is in development and information will be going out to the campus community very shortly. The important thing to know is that for the great majority of financial aid recipients, the process worked as it should and aid was posted and distributed on-schedule. We are working hard on resolving the remaining issues as quickly as possible.

### **Goal for the Council**

In setting the stage for the work of the afternoon, Becky noted that the council will need to address both short-term and long-term issues and not lose sight of the need to focus on the larger picture. It is far too easy to get caught up in a level of detail that will not further the Enrollment Management process. The larger Council, and any working groups in the schools and departments, will rely on the Steering Group to keep that larger vision.

### **Overview of Enrollment Management Concepts**

Victor shared a number of handouts that provided different perspectives and approaches to Enrollment Management. In presenting the concepts contained in each document, Victor noted the need to take a holistic approach, rather than focus on just administrative efforts. There are a host of academic issues that must also be considered.

One common model has been that of a funnel. To increase the number of graduates, increase the number of students at point of inquiry and admission. While this recognizes that more students start than finish, it is overly simplistic. How does an institution increase the number of students at all points in the funnel (inquiry, application, offer, enrollment, and retention) leading to graduation.

Other models expand the focus on the holistic approach, recognizing the great number of influences on a decision to apply, enroll, and remain at an institution. Available programs, support services, pricing and financial aid, orientation and advising, the classroom and extracurricular experiences all play key roles in introducing and integrating the student into the university. If done well, they will contribute to persistence, graduation, and the student's later success. This approach incorporates research and data from a number of sources, both in and outside the university and allow better projections of student enrollment.

It also is important to recognize the difference among students, whether traditional and non-traditional; differences in educational aspirations and family background; and differences in learning methodologies, including courses taken at a distance in synchronous and asynchronous settings. All of these—and others—will influence a student's decision if and where to enroll.

Institutions may also respond very differently to outside influences. Victor presented an example based on Indiana's creation of the community college and its pricing structure where fees were to

be frozen for the first five years. His students are asked to respond to this from the perspective of the community college, a private four-year institution, and a public four-year institution.

There is a growing agreement of the need for assessment among those who study Enrollment Management.

Two final papers from DePaul were presented. The first (McLaughlin and Howard) focused on approaching enrollment management from an academic planning perspective. The second (Kalsbeck) discussed information resources for strategic enrollment management and offered a three-dimensional cube rather than a pyramid. The three dimensions include market position & performance, the enrollment pyramid, and research & analysis methodology.

To what extent do they know about each aspect of the cube and what research is needed to fill in the gaps?

Victor noted that we have periodic environment scans of our region. We know, for example the Indiana leads the Midwest in terms of the growth of high school graduates projected through 2018.

Members discussed the different models, noting that the funnel assumes the more prospects in, the more graduates out, while other models focus on the graduates and identifying the characteristics of that group in order to find out if there are more like them at home.

Greg noted that in some cases different models or approaches may be appropriate for responding to a school's enrollments. In the case of SPEA, more graduate students are needed while the quality of undergraduate students could be improved (and the size, perhaps, reduced).

Becky added that other institutions, including IU and Purdue, will step up recruiting in our metropolitan area. We know IUB will go after more in-state mid-range students.

## **Power of Two**

Trudy briefly presented the Power of Two document and encouraged members to compare the focus areas outlined in the Teaching and Learning section with those in Dean Plater's charge to the group. The document also incorporates the goals from the doubling taskforces into the IUPUI mission statement. *The full document appears on the EMC Website.*

The Goals for Teaching and Learning are:

- *Using 2002 as the basis for doubling, increase to 4,000 the number of baccalaureate degrees granted by 2010.*
- *Increase to at least 75% the freshman-to-sophomore retention rate for first-time full-time students beginning in Fall 2008.*
- *Increase the 6-year graduation rate to 40% for first-time full-time students entering in Fall 2004.*

She also recommended we try to identify annual goals to help with assessment of progress.

Becky asked if the goals are prioritized. This is important to the council in setting its priorities. Trudy recommended focusing on:

1. *Create an enrollment management plan that accommodates increased capacity in selected areas, meets diversity goals, and addresses community needs for educated citizens.*
  - a. *Develop strategies for attracting more well-prepared students.*
  - b. *Strengthen initiatives for encouraging well-prepared students to transfer to IUPUI, then helping them to be successful here.*

2. *Redesign business processes to eliminate barriers to entry, continuation, and success. (Analyze processes, identify barriers, recommend policy changes, and implement needed improvements.)*
7. *Continue the development of cooperative programs with Ivy Tech so as to ensure a seamless transition for students from the area's community college to IUPUI.*
8. *Develop student services and programs that respond to the needs of adult and continuing learners through the Community Learning Network*

Victor noted IUPUI has several populations (at least):

- First-time traditional
- Transfers
- Returning adults

All need our attention. How we identify focus, noting that this may vary by school and by student enrollment level (undergraduate and graduate)?

Amanda suggested that we need to know more about the community we serve and the community we are.

Discussion continued on how we acquire that knowledge. In some cases schools and the campus have advisory boards, but input from that group would be very different from what one hears from the shop floor. How do we engage the different voices?

Sherry noted that schools' expectations for enrollments in new programs is often at significant odds with the results.

Victor provided a brief description of the capacity analysis model and noted its difficulty to implement at IUPUI.

### **Discussion of Priorities**

The group reviewed the priorities proposed in the Plater memo (appended at end of minutes) with those in the Banta material. A number of the priorities were collapsed together and suggestions incorporated. Examples of strategies were added.

1. Assessing the fall 2004 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 alumni to determine student success
2. Developing program-specific enrollment goals reflective of the schools' objectives and missions, community (state and regional) 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. Building on IUPUI's unique role in the state as the center for health and life science programs and for graduate professional education—attracting the most highly-prepared and talented students from around the state, the nation, and the world to the campus as undergraduates with the prospect of their continuing their education at the graduate level; Expanding IUPUI's post-baccalaureate enrollments in both absolute and relative terms;

- Focus on evolving list of areas of excellence, but not to the exclusion of other programs
  - Collaborate 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 IUPUI's strategic relationship with Ivy Tech State College and the Community College of Indiana; Developing new relationships with high schools that align high school graduation requirements with college matriculation expectations, that permit individual learners to move through a continuum of learning unrestricted by artificial barriers of grade levels or age cohorts, and that use the existing resource bases in the most efficient ways possible to improve quality and increase expectations;
  5. Expanding international enrollments in a planned fashion to reflect mission-related global distribution and intentional proportions of undergraduate, graduate, and post-graduate enrollments; Maintaining and enhancing our commitment to diversity as a necessary aspect of learning for all students by including within the enrollment base a diversity of students that ensures the state's capacity to advance all of its citizens and that permits learning to occur;
    - Power of Two
  6. Ensuring effective services and programs for continuing education—formal and informal—through new program formats (e.g., life-long learning, certificates, modal and intensive time commitments outside of traditional formats and calendars), 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

Cutting across all of these:

- Identify best practices
- Develop benchmarks and set interim and longer-term goals

Members ranked the priorities. Numbers 3 and 4 ranked the highest in terms of members specifying them as their first, second, or third choices. They were followed by 2, 5, and 6.

The group recognized that we would have to undertake numbers 1 and 7 in any case.

With these recommended priorities, at the larger council meeting we will break into smaller groups and ask members to review these priorities and identify methods and processes to achieve them. Questions to focus the discussion will be drafted by Greg and Mark. Victor will send Greg a set of past questions to help with this process.

Two members of the steering group will sit with the smaller groups to facilitate discussion and ensure that responses were not missed.

The above priorities were revised for clarity following the meeting.

## Enrollment Management Priorities

1. Assessing the fall 2004 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 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 in the development of a marketing plan that articulate the campus' strengths
  - Strategic use of financial aid and scholarships to attract and retain
4. Enhance relationships and raise expectations of major sources of our students: Ivy Tech/Community College of Indiana 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), 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.

Cutting across all of these:

- a. Identifying best practices
- b. Developing benchmarks and setting interim and longer-term goals

## **Survey**

Dean Plater is interested in a follow-up to the survey of not-yet enrolled students that was done by Jim Wolf on behalf of the SWAT group this summer. Among issues we need to address are why students apparently registered later and if the multiple contacts from the schools through calls and e-mails were effective. The latter was very labor-intensive and before it is institutionalized, we want to see how much of a factor it may have been in encouraging enrollment.

Assuming students say it was effective, members discussed getting a better idea of what different schools did to determine any best practices in this area.

The group discussed going with a stratified sample of a number of schools, including those that had enrollment shortfalls and those that did well. The survey should include both non-returning and returning students. Victor will work with Jim Wolf and get a draft to Becky.

## **Closing discussion and comments.**

- Members agreed that as this is a working group, no substitutes will be sent.
- There will a university-level enrollment council of some type formed
- Mission differentiation likely will affect us.
- Matching opportunities for growth in graduate enrollment doesn't directly help undergraduate degrees, but may help with increasing research dollars.
- Priorities may not mesh consistently with doubling goals
- Need to continue to define goals as either short or long-term.

Next Meeting of the full EM council: September 24<sup>th</sup> 3:00-5:00 CA 136

Next meeting of the steering group: October 8<sup>th</sup> 1:00-2:30 CA 537

EMC Website: [registrar.iupui.edu/emc](http://registrar.iupui.edu/emc)

### **Priorities as presented in Plater charge to the committee**

1. Assessing the fall 2004 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;
2. Developing program-specific enrollment goals reflective of the schools' objectives and missions, community (state and regional) need, resources and capacity, and future program developments (i.e., the emergence of new, often interdisciplinary fields);
3. Building on IUPUI's unique role in the state as the center for health and life science programs and for graduate professional education—attracting the most highly-prepared and talented students from around the state, the nation, and the world to the campus as undergraduates with the prospect of their continuing their education at the graduate level;
4. Enhancing IUPUI's strategic relationship with Ivy Tech State College and the Community College of Indiana;
5. Expanding international enrollments in a planned fashion to reflect mission-related global distribution and intentional proportions of undergraduate, graduate, and post-graduate enrollments;
6. Expanding IUPUI's post-baccalaureate enrollments in both absolute and relative terms;
7. Ensuring effective services and programs for continuing education—formal and informal—through new program formats (e.g., certificates, modal and intensive time commitments), the use of technology, and emerging patterns of engagement with learning through communities of practice;
8. Developing new relationships with high schools that align high school graduation requirements with college matriculation expectations, that permit individual learners to move through a continuum of learning unrestricted by artificial barriers of grade levels or age cohorts, and that use the existing resource bases in the most efficient ways possible to improve quality and increase expectations;
9. Maintaining and enhancing our commitment to diversity as a necessary aspect of learning for all students by including within the enrollment base a diversity of students that ensures the state's capacity to advance all of its citizens and that permits learning to occur; and
10. 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.

*August 12, 2004*