

Enrollment Management Council
September 15th 2006
Minutes

Minutes

- There was no August meeting. Minutes for the June meeting were previously distributed and are available by visiting <http://registrar.iupui.edu/emc/emc-meetings.shtml>

Announcements from the Chair *Becky Porter*

- Introduction of EMC members and Executive Vice Chancellor Uday Sukhatme

Charge to the Council for 2006-2007 *Executive Vice Chancellor and Dean of the Faculties Uday Sukhatme*

Dean Sukhatme has prepared an academic plan for the campus. The action items contained in the plan are intended to help with the formulation of policies, procedures and provide additional direction in accomplishing IUPUI's mission. Dr. Sukhatme noted that in a number of areas IUPUI was already active, but he believes taking an additional look at each is always worthwhile and may result in an expansion where appropriate.

Small groups will be asked to review each area listed in the plan and make recommendations. The recommendations will then be prioritized understanding that due to resource limitations, some may have to wait before being implemented. He hopes that enhancement of the resources base through additional state funds, research funds, and additional enrollments will help address this. In addition, it is essential for the future to develop the strongest possible plan and advertise it aggressively, especially among potential donors, both individuals and corporate.

The following items that relate to EMC are excerpted from the plan

Recruitment

- **Guaranteed Professional Program Admissions (GPPA)**

Attract higher quality students via guaranteed admission to professional schools, especially medicine. Study GPPA programs at other institutions, and implement with minor modifications. Consider increasing size of the entering medical class slightly – this will give medicine the distinction of being the largest program in the country and should simplify the GPPA implementation.

Dean Sukhatme noted a GPPA program was used while he was at Illinois-Chicago. Applicants who applied for the program were required to visit the campus and meet with faculty. One byproduct is that the visitation often encouraged students who had not been accepted into the GPPA program to enroll anyway, resulting in an additional set of stronger students.

- **Student ambassadors**

Have a way of getting IUPUI students to return to their high schools to describe their positive university experiences. Could be a strong recruitment tool, and enhance diversity.

- **High school contacts**

Cultivate relationships with high school teachers and counselors. Showcase IUPUI programs. Give teachers reason to visit campus. Perhaps combine with outreach such as a Cutting Edge lecture series given by distinguished professors

- **Out of State and International Recruiting**

Try to enhance out-of-state and international recruiting – improves diversity and increases the educational experience. Consider tuition discounting for out-of-state students, developing the appropriate mechanism to fund scholarships for qualified out-of-state students. In addition to the economic benefits of the additional tuition, students benefit from the wider set of perspectives and experiences international and out-of-state students bring.

Enrollment Management

- **Enrollment size and shape**

Want to see if enrollment increases are feasible, while providing adequate teaching resources and classroom space. Enrollment increases coupled with better retention should help in doubling the number of graduates. Increased enrollment should not result in a poorer entering class and must not dilute the quality of the education provided. Planned enrollment will give a better handle on the tuition revenue in the campus budget. Where does the extra enrollment income go? Need to provide incentives to Deans for additional growth beyond the base, perhaps in the form of reduced assessments. New courses with international content will be particularly important to broaden student perspectives. Look at pricing for distance education.

There is a mismatch between the university's ranking in such publications as US News and the quality of the institution. Much of this is directly the result of our poor retention and graduation rates. Though the university is often recognized for innovative programs for students in the first year, they has not yet resulted in the kinds of retention rates we need to improve in the rankings.

While we hope to increase the quality of the students (and by extension, the retention and graduation rates), we must do so in a way that continues to provide educational access and a diverse population.

We are on a good trajectory with the growth in international students, but more can be done.

- **Articulation Programs**

- **Summer courses**

Encourage/require students at risk to take "remedial" or "preparatory" summer courses, especially prior to enrollment at IUPUI. For some students this might be a requirement of admission. Should help with retention, and free up class capacity during the academic year. Should emphasize benefits of reducing time to graduation and also work to attract more visiting students who either are home for the summer or who may want an urban experience with greater employment possibilities while still being able to take a course (or two). This same population may be interested in intensive courses that would be held between semesters (see below).

A goal should be to have students complete any necessary remediation in a single semester or a year at the most.

- **Bachelor's degree students**

Certain departments can probably handle the extra students with existing resources. May need help in recruitment.

- **Master's degree students**

Increasing the number of tuition paying master's students should be considered. Additional Masters degrees [like MAT, training in STEM areas, or Professional Masters degrees] should be considered. Should certainly cater to school teachers who wish to complete a degree for career advancement. This is also fertile ground for building or expanding relationships with local businesses and industry that have employees needing additional education.

- **Between semester offerings**

Some universities are using breaks to provide short courses. Consider such alternative formats for IUPUI. First phase will be enrollment services reviewing logistics.

- **Other summer programs (community, professional workshops)**

Programs for high school students or senior citizens provide good outreach to community as well as income. Also, students from other universities, who have returned home to Indianapolis for the summer, often want to take a few summer courses. Consider courses for high school teachers and workshops for industry. Need appropriate marketing to increase numbers.

- **Space shortage**

Some units (like the School of Science, the School of Liberal Arts, and the Administration building) seem to have severe space problems. Are there possibilities for expansion? Funding sources for new buildings? It could be worthwhile to give a careful look at installing trailers and

other inexpensive temporary structures to alleviate severe space shortages, if they are hampering research and teaching activities.

Others of Interest to EMC

- **Honors College**
With the appearance of substantial additional merit/need scholarships at IUPUI and a GPPA program, the time is right for starting an Honors College. High quality students will considerably boost the retention rate and the campus ranking. Need a dedicated person for advising students and position them for major awards – Goldwater, Truman, Fulbright, USA Today, etc. Priority registration and priority housing sometimes help to attract top-level students. IUPUI's focus on the life sciences should prove very attractive. This also connects nicely with Bepko and Cox scholars and the GPPA, if established.
- **Cooperative education**
Consider the development of an IUPUI model for connecting the academic curriculum with student work experience. Formalize the process and involve faculty. Include work on campus whenever possible. Consider both concurrent work and curricular combinations and more traditional sequential formats for cooperative education. Look at programs at the University of Illinois at Springfield, Drexel, Purdue, and Northeastern as possible models.
- **Department and campus Web sites**
Look at best practices, and enhance all Web sites. Periodic check of department Web sites is crucial – often the first place potential students look. Useful for better departmental ranking. Schools should profile new faculty and many departments will benefit from a newsletter for alumni to feel connected. Points of pride/distinction should be highlighted.

We need greater uniformity in the Websites and improved quality overall. Only so much of this can be done at the campus level; it relies on the departments and schools.

Preparatory work underway

- Draft of recruitment plan
- Draft of Enrollment management outcomes
- Investigation of decline in yield
- AIP for non-degree student enrollment
- Revised processes for Intercampus Transfer and Returning Students
- Developing list of available days between semesters for intensive courses for the next five years (2008-2012)

Discussion

Two town halls will be held to discuss the plan. The first will be October 5th at 4:00 in LE 102 and the session will repeat on October 9th at 4:00 in BS 2009. Members are encouraged to review the plan, attend the meetings, and invite others in their units to do so as well. In addition, a Website will be established to provide a central resource for the plan and to accept comments or suggestions for each of the activities. It would be very useful for the small groups charged with reviewing the activities to hear from others, especially where a unit may already have experience with components of the plan. A copy of the full plan may be found by visiting <http://registrar.iupui.edu/emc/emc-meetings.shtml> When the Academic Plan website is available, the information will be sent to the EMC members and the link provided from the EMC website.

Dean Sukhatme noted that expanding the university's efforts in these and in other areas of the academic plan, particularly in research, will benefit from providing incentives to the schools to help. This may be seed funding, for example, or allowing extra enrollment income to remain with the schools. Another approach to expanding research is a recent call for proposals for creation of Signature Centers of Excellence. Dean Sukhatme noted that these included areas that are not usually considered subjects for faculty research efforts. For more about the signature centers, visit http://www.iupui.edu/news/releases/060914_signature_centers.htm

Rick Ward commented about an article regarding low graduation rates that appeared in the 15 September *New York Times*. Dr. Ward noted that to the general public low rates are the result of the university failing its students, while the universities included in the story made the case that students often were working too many hours and not devoting enough time to their studies.

Dean Sukhatme responded that we need to make clear the expectations we have for a student's time-on-task, especially the ratio of three hours of study for every hour in class. He also noted getting students to understand the value of the longer-term gain of completing the degree over perhaps working more hours. This may also involve trying to provide more work opportunities for students on campus to at least cut down on commuting time as well as trying to expand need-based financial aid and consider expanded cooperative education models for some programs.

The dean has asked Scott Evenbeck to prepare a brochure highlighting the time commitment expectations and said that we must encourage faculty to provide the message to their classes.

Finally, the dean stated that we must be committed to taking care of students we admit and doing all we can, both inside and outside of the classroom, to help them succeed.

Announcements from the Chair *(continued)*

- **Undergraduate Admissions**

- **Fall 2006**
- We did a good job in getting people to apply and be admitted. More needs to be done to convince prospective students to make IUPUI their school of choice, and one key element is follow-up contacts by the academic units as this carries more weight than additional work by Admissions. We need to hear from the schools of their efforts in this area so that other units may learn from those activities (see below)
 - Beginner admits were up 181 heads (+4.3%)
 - Transfer admits were up 74 heads (+2.9%)
 - The application numbers for beginners represent a ten-year high (perhaps a record for IUPUI since we only have data back to 1996). Offers of admission are at a six-year high.
 - Transfer applications and offers of admission are both at ten-year highs
 - The quality of beginner applicants and admits as measured by their high school rank continues to improve, with more students in the top 10% and top one-third of their classes
 - African-American beginner admits were down, but transfer admits up
 - The preliminary yield rate for beginners is 55.4%, down from 56.9% last year. This is an expected trend, the result of higher admission requirements. The yield rate was 62.3% in 2001. The yield rate for transfer students is 67.6%, up from 61.1% last year.

Indianapolis	Group	Applied	Admitted	Enrolled	% of Applied Admitted	% of Admitted Enrolled
Degree-Seeking	Beginners	6322	4389	2430	69.4%	55.4%
	Transfers	3255	2616	1769	80.4%	67.6%

- A report that reviews yield for direct admits by school appears below
- The number of beginning freshmen (non-transfers) who enrolled climbed again this year, up 48 students over last year (+1.7%). In addition, the percentage of beginning students who enrolled full-time increased again. Between 2001 and 2006, the percentage of full-time beginners has grown from approximately 3/4 of our beginners to just over 90% this year.

Beginners (Indianapolis and Columbus)

	Fall Semester						2006
	2001	2002	2003	2004	2005		
Full- vs. Part-Time Enrollment Status							
Full-Time	2,279	2,243	2,345	2,302	2,409	2,528	
Part-Time	699	544	482	417	337	266	
Percent Full-time	76.5%	80.5%	83.0%	84.7%	87.7%	90.5%	

- The campus admitted two National Merit Scholars and three International Baccalaureate diploma graduates. This is the first year we have a student from either group.
 - Valedictorians/ Salutatorian enrollments more than doubled this year from 9 to 22 (+144%). The acceptance rate of these scholarships increased from 42.9% last year to 78.6% this year.
 - The campus had 628 incoming freshman scholars and 739 returning student scholars this fall.
 - 7429 departmental, campus, and private-sector scholarships and fellowships were awarded through the Scholarships Office this year, an increase of 6.3% over last fall. These awards totaled nearly \$15 million dollars, a 21% increase in funds over last year.
 - The average SAT of those beginners who matriculated this summer or fall is 1002 (Indiana average SAT = 1007). In 2005 we were 1001. This increase, while slight, occurred in a year when Indiana's average SAT dropped five points.
 - Average ACT of enrolled students rose from 20 to 21
 - Average class rank rose from 62nd to 64th percentile
- **Ethnicity of Admitted Students**
 - The number of minority beginner admits for fall is up very slightly over last year (758 to 767), though as a percentage of the larger admitted class, minority students dropped from 18.0% of all beginner admits in Fall 2005 to 17.5% this year.
 - There were 440 African-Americans beginner admits for Fall 2006; this is a decline of 63 students from last fall. Their share of the beginner admits went from 11.9% of the beginner admits in 2005 to 10.0% in 2006.
 - Transfer admits of African-American students were up by 17 students
 - The campus increased its number and percentages of beginner admits for all other minority categories:
 - Asian-Americans up from 111 in 2005 to 144 in 2006; 2.6% of admits in 2005 to 3.3% in 2006)
 - Hispanic-Americans up from 132 to 167; (3.1% to 3.8%)
 - Native-Americans up from 12 to 16; (0.3% to 0.4%)
 - International beginner admits are up slightly from 89 to 96; (2.1% to 2.2%)
 - "All Others" increased from 3,367 (79.9%) to 3,529 (80.3%)
 - For more information, see below or visit http://www.imir.iupui.edu/point_in_cycle/
 - **International Admissions**
 - Census data appear below
 - **Graduate Admissions**
 - Census data appear below

- **Enrollment** Fall Census

IN 28,342 heads* -252 (-0.9%) 301,968 hours + 606 (+0.2%)
 CO 1,463 heads + 82 (+5.9%) 15,643 hours +1,264 (+8.8%)
IUPUI 29,764 heads -170 (-0.6%) 317,611 hours +1,870 (+0.6%)**

**adjusted for students enrolled in two programs simultaneously ** adjusted for students enrolled at both Indianapolis and Columbus*

Credit hours are a record for IUPUI (and for the Indianapolis and Columbus campuses separately)

- See attached report below for details by school. Comments on enrollment patterns in individual schools are provided where appropriate. **(pp. 11-12)**
- We continue to see a shift in enrollment toward fewer undergraduates and more graduate students.
 - The campus is down 400 undergraduates (-2.1%)
 - The decline is largest at the sophomore level, the continuation of a decline in freshmen and sophomores last Fall. Becky noted this has a significant impact on the pipeline for enrollments and degrees in the next several years.

Fall Enrollment for Census Point-in-Cycle - Undergraduate Students - Indianapolis Only

	2004 Census	2005 Census	2006 Census	Chg 04 to 05	Chg 05 to 06
Freshmen	5,269	4,736	4,595	-533	-141
Sophomores	5,566	5,234	4,712	-332	-522
Juniors	3,391	3,526	3,700	135	174
Seniors	5,457	5,824	5,913	367	89
Total Degree-Seeking	19,683	19,320	18,920	-363	-400
UG Non-degree	297	861	939	564	78
Total UG	19,980	20,181	19,859	201	-322

- The campus is up 278 graduate students (+3.8%)
- Transfer student admits are up, but given the decline in freshmen and sophomores, they may be entering with more credits and a higher class standing. This has implications for courses at the 100-200 levels that a number of schools rely upon for income. This apparent shift in the nature of transfer students is something that will be considered by the Retention and Graduation Council.
- Since Fall 2001 we have enrolled approximately 100 fewer undergraduate degree-seekers while increasing approximately 2,000 graduate degree-seekers. Note that we have added a number of graduate programs in that period.
- Undergraduate credits declined from last year by 1,081 (-0.5%) and graduate hours increased by 1,688 (+2.2%)

This continues a larger trend toward more full-time students. At the Indianapolis campus:

Fall 2001 59.0% FT (UG degree-seekers only)
 Fall 2006 68.3% FT (UG degree-seekers only)

More full-time students bring more credit hours:

Fall 2001 270,941
 Fall 2006 301,968
 +31,027

- This is an increase in credits of 11.5%, or more than double the percentage growth in students of 5.1%

- Over the past ten years, in credit hour terms, Indianapolis has added the equivalent of the total credit hour production of the East and Kokomo campuses.
- The downside is the likelihood of this trend continuing is not good. We have probably reached the ceiling in terms of the growth of new admits who are full-time, and as a result, absent greater growth in heads, continued growth in credits is less likely.

Ethnicity of Enrolled Students

- Enrollment by minority students is down slightly this year, from 14.9% of the campus to 14.7%.
 - Enrollment by African-American students declined, while enrollment by Native Americans, Asians, and Hispanics all increased. We continue to see a surge in students who decline to provide this optional information, up over 300% since the Fall of 2003 (this is a national trend). We anticipate tracking enrollment by these traditional categories will be more challenging in the future as The U.S. Department of Education has proposed an overhaul of how it collects statistics on students' racial backgrounds, including a long-awaited proposal to allow students to identify themselves as belonging to more than one racial category.

IUPUI Student Headcount by Ethnicity

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Change from 2005 to 2006	
						Net	Pct.
Total Minority	3,993	4,170	4,404	4,457	4,379	-78	-1.8%
African American	2,661	2,718	2,813	2,812	2,631	-181	-6.4%
Am Ind/Alskn Natv	73	95	96	89	99	10	11.2%
Asian/Pac Islander	750	816	883	907	980	73	8.0%
Hispanic	509	541	612	649	669	20	3.1%
Foreign Students*	900	1,089	977	916	955	39	4.3%
White and Other Amer.	23,852	24,174	23,503	23,394	23,060	-334	-1.4%
Unknown	280	427	1,069	1,166	1,370	204	17.5%
Total Headcount	29,025	29,860	29,953	29,933	29,764	-169	-0.6%
Pct. African American	9.2%	9.1%	9.4%	9.4%	8.8%	-0.6%	
Pct. Total Minority	13.8%	14.0%	14.7%	14.9%	14.7%	-0.2%	

Note: figures for foreign students in Fall 2002-2004 are not fully accurate due to errors in the old data base and in data conversion to new student record system.

Fall 2006 School Yield and Total Enrollment

	Freshman			Total School		
	Admits	Enrolled	Yield	Enrollment	Change	% Change
Business	87	44	50.6%	2,173	13	0.6%
Continuing Studies	17	2	11.8%	1,144	-105	-8.4%
Dentistry	4	2	50.0%	644	-23	-3.4%
Education	117	66	56.4%	1,829	-85	-4.4%
Engineering & Technology	221	133	60.2%	2,287	-60	-2.6%
Health & Rehabilitation Sciences	0	0	n/a	190	14	8.0%
Herron	162	110	67.9%	846	34	4.2%
Informatics	24	15	62.5%	603	-7	-1.1%
Journalism	32	16	50.0%	169	73	76.0%

Labor Studies	1	0	0.0%	20	-3	-13.0%
Liberal Arts	141	74	52.5%	1,601	25	1.6%
Medicine	26	25	96.2%	1,553	42	2.8%
Nursing	0	0	n/a	1,305	10	0.8%
Physical Edu & Tour Mgmt	118	58	49.2%	876	146	20.0%
Public & Environmental Affairs	11	4	36.4%	991	-16	-1.6%
Science	368	160	43.5%	1,936	86	4.6%
Social Work	0	0	n/a	677	16	2.4%
University College	3060	1721	56.2%	6,997	-434	-5.8%
Total	4389	2430	55.4%			
<i>Engineering</i>	<i>138</i>	<i>92</i>	<i>66.4%</i>			
<i>Technology</i>	<i>83</i>	<i>41</i>	<i>49.4%</i>			
<i>Physical Education</i>	<i>102</i>	<i>53</i>	<i>52.0%</i>			
<i>Tourism Management</i>	<i>16</i>	<i>5</i>	<i>31.3%</i>			

Liberal Arts was up an additional 42 students credited to the Graduate School

Other Enrollment Comments

- With shortfalls in freshmen and especially sophomores, the pipeline of students is a significant concern.
- There is a small group working on identifying key indicators that the campus will follow for a more focused, coherent set of data to measure how enrollment and retention is working. The data will then be made reported to the campus in a regular and consistent manner, including agreed-upon definitions of data elements. Once these indicators are developed, the working group will bring them to the EMC and others for review and comment.
- IMIR has updated its enrollment trend report distributed earlier in the summer. *See report below*
- A report that compares Fall credits, credits projected through the new model, and budgeted credits by school appears below
- We will study retention data as they become available
- Enrollment is up at Bloomington and Southeast and down at the rest of the IU campuses. Purdue-West Lafayette is up just over 1% and Indiana State is down 1%. Ball State has not yet reported its enrollment. Ivy Tech statewide is up, but we do not have details for the Indianapolis campus.
- The fall semester had a very smooth start in terms of the absence of lines and complaints.

Other Announcements

- Becky noted that ICHE has finally funded the Transfer Indiana database that will allow prospective students to load courses they have taken at an Indiana institution and see how it would transfer to another Indiana institution and meet degree requirements. Ball State has had such a tool for a number of years. As they already use the same software, Ball State and Indiana State will be the first institutions on the database, with IUPUI scheduled to be next. The initial implementation will take several years.
 - IUPUI's successful participation in this system relies entirely on the availability of degree-audits from all of the academic units. Getting the requirements loaded to the degree-audit system serves not only your current students, but will help attract students in the future.
- The Statewide Transfer and Articulation group (STAC) is reviewing the 12 degree programs from Ivy Tech and Vincennes that the public senior institutions will be required to articulate. The expectation is for these articulations, or at least one component of a matched area (e.g. English and Communications) to be in place by December 2006.
 - Nursing and Criminal Justice are completed

- Remaining—English and Communications; Mathematics; Life and Physical Sciences; Fine Arts and Humanities; Social and Behavioral Science; Foreign Languages; Computer Information Systems; Manufacturing and Industrial Technology; Business; Education
- Following EMC discussion, Becky noted that it is important for the university to show it is making a good-faith effort in these areas, even if in some of them, such as foreign languages, Ivy Tech may not yet be prepared to offer all of the necessary courses.

Fall Campus Day

- Scheduled for Sunday October 22 combining the undergraduate event with the Graduate Open House
 - At the undergraduate level, our target audiences are juniors and those seniors who will make an earlier decision where to enroll. Students planning ahead tend to be higher ability.

Status Report on Enrollment Forecasting and Capacity Analysis *Kathy Burton*

- Materials were distributed to the deans and the full council in June
 - The schools were asked to review the data over the summer and modify them, as appropriate, from a school-level and with a more realistic perspective. This includes assumptions regarding capacity, especially in units with enrollments close to or above the schools' summarized capacity. They are to notify Kathy Burton if changes are made.
 - IMIR will send out the data again with Fall 2006 actual enrollments included. The schools will then be able to see how closely the projections were and will include both the schools' adjusted totals and the Fall official numbers in running the reports again. The schools will be asked to review their projections and modify them as appropriate, sending the adjusted data back to IMIR. Once loaded to the model, IMIR will run the reports once again with the updated credit hour projections and send those back to the deans.
 - The October EMC meeting will be used to go over the revised reports with the schools, including recommendations in how to use the data.
 - In addition to it being very useful for planning, it is very important for the schools to clearly target areas where they have capacity for growth and wish Enrollment Services to focus (with the support of the schools) our recruiting efforts. At the same time, it is important that the academic units identify any factors limiting growth in their programs.
 - We will provide a summary of responses from schools regarding their desired diversity at a later date.

Undergraduate Recruiting Materials (JagJackets) *Mike Donahue*

- Samples of materials were distributed and the schools encouraged to develop content in the appropriate "card" format that can be used in responding to requests from students for information on a particular program. Becky and Mike noted the university has contracted with the Janus Group to handle some of the assembling of materials; Janus provides employment for individuals with developmental disabilities.

Enrollment Management Priorities and Action Plan 2006-2007 *Becky Porter*

- At the June meeting, EMC members reviewed the 2005-06 Priorities and Action Plan. They recommended keeping the overall goals for 2006-07 and made a number of suggestions to help clarify the document and/or to make some goals more specific. These recommendations, along with detailed action plan items, are incorporated in the draft attached below and are subject to the additional review of Executive Vice Chancellor Sukhatme.

Reports from the Academic Units *All*

- Discussion of school-level initiatives members used this summer to encourage their continuing and newly admitted students to register
 - Members were asked to send Becky a brief synopsis of the activities used to promote enrollments of new and continuing students for the fall semester. These should include

assessments of the effectiveness of the activities. The responses will be assembled into a single document and shared with members.

- Last year we created a common recruiting calendar which listed activities hosted by Enrollment Services and by the schools. We know you are making your plans for this year's events and ask you to share that information so we can include it on the calendar that is linked from the main EMC Website. A reminder will go out shortly.

Other Discussion

- In response to a question about efforts in providing need-based scholarships, Becky responded that needy students (those with expected family contributions of less than \$5000) who met the requirements for admission-based scholarships were automatically given an additional award which matched the amount of the admission-based scholarship.

The Office of Student Scholarships is developing proposals to address students with need if additional funding becomes available. The Office of Student Financial Aid Services is preparing a proposal to provide expanded financial management education and to help prepare students to make better choices. This includes finding the right balance of loans and work hours.

Financial Aid contacted students this summer, offering individual counseling sessions to discuss options for students who had outstanding balances with the university. The response was underwhelming, but the effort was still considered useful.

- Following-up on Don Hossler's March presentation on Enrollment Management, members expressed an interest in knowing more about IUPUI's recruiting competition. Becky responded it generally is IU-Bloomington, Purdue-West Lafayette, Ball State, and Indiana State. Mike Donahue added that after those four, the numbers drop off. Mike added that Purdue and IUB need to recruit an incoming class of approximately 7,000, while IUPUI's beginning population is much smaller: typically 2500-3000. The rest of our entering students are transfers, where our numbers are larger than IUB and Purdue. Our effective partnership with Ivy Tech helps with increasing the number of transfer students.
- If we want to draw more out-of-state students, one element of Dean Sukhatme's vision, we need to develop a detailed recruitment plan. As noted above, work on this has begun.
- In undertaking any effort to draw more out-of-state students, we must be aware of the possibility of the perception that we are leaving Indianapolis students "behind." On a related point, members recalled some of the problems IUB had with some legislators when the campus moved to recruit more out-of-state students, potentially reducing spaces for Indiana residents on the residential campus.
- IUB and Purdue have initiatives underway to improve diversity at those institutions. Bloomington hopes to double its minority enrollment over the next 10-12 years. As a result, we will be seeing increased competition in the Indianapolis region to recruit students of color. Beth Barnette noted that many of the strongest African-American high school students who, in declining scholarship offers, noted they are enrolling out-of-state.
- A question was raised about whether increasing quality should be a goal for IUPUI. Members agreed that the campus needs to have a discussion and a clear understanding and agreement on why it is important and if it is consistent with the state's goal of increasing the number of students enrolled in post-secondary institutions. Becky noted that this is just one of the many factors that need additional study and discussion by the campus.
- Scott Evenbeck noted that the Retention and Graduation Council is focusing its efforts on the first-time, full-time cohort, noting that we are challenged by the large proportion of first generation students, many of whom come from low income families. These factors contribute to their lack of success in retention and graduation. Scott added that transfer students appear to have many of the same characteristics and as a result, have not performed any better than the beginners in terms of retention and graduation. More study is underway.

Upcoming EMC Meetings and Tentative Topics

October 27 1:00-2:30 BS 3009

- Enrollment Projections
 - Review of the revised projections
 - Review of the process and recommendations campus expectations for how the data will be used at the program and school levels

November 17 1:00-2:30 BS 3009

- Identity and marketing (November or December, depending on Amy Warner's availability)

December 15 1:00-2:30 CA 136 *Note room change*

- Academic Plan and issues for action by EMC

Spring

- Reviewing and responding to majors with capacity issues. The council can't solve these matters, but may be in a position to help shape and promote the discussion, focusing on what the programs and schools identify as limiting factors
 - Expand the capacity to meet the demand
 - Instructional Space issues
 - Current space use is being reviewed now
 - Staffing issues
 - Need to review rest of program for possible reallocation
 - Encourage students to enroll in "like" majors where there may be space
 - Is this effective?
 - Review course offerings as they connect to majors.
- Graduate programs have grown in recent years, but we recognize they are expensive to run, especially to offer fellowships necessary to attract the better students. What role might EMC have in helping to shape the issue for review by university administration?
- Status of articulations with Ivy Tech and Vincennes
 - How are the students doing after enrolling here
 - What can we learn from programs with strong feeder connections

Scholarships Awarded Through Scholarship Office

Scholarship	2005		2006	
	Std Number	Dollar Amount	Student Number	Dollar Amount
Departmental	2810	\$ 3,840,245.00	2631	\$ 3,875,040.00
Katrina	49	\$ 309,000.00	5	\$ 20,000.00
Competitive Std Schps	707	\$ 777,630.00	707	\$ 710,120.00
Admission Based Scholarships	1647	\$ 2,096,123.00	1686	\$ 2,202,775.00
Departmental Fellowships	248	\$ 2,050,128.00	320	\$ 4,608,000.00
Athletics	305	\$ 1,103,679.00	302	\$ 1,005,758.00
Total # of Scholarships	5766	\$10,182,571.00	5651	\$ 12,421,693.00
Private Sector Scholarships	1220	\$ 2,142,466.00	1778	\$2,500,000 (est.)
Total w/private sector added	6986	\$ 12,325,037.00	7429	\$ 14,921,693.00

Quality Indicators and Profile of Beginner Applicants and Admitted Students

Report for: 8/27/2006

IUPUI (Not Including Columbus)

Beginners	Applicants					Admitted Students				
	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006
Total	5741	100.0%	6322	100.0%	10.1	4212	100.0%	4389	100.0%	4.2
High School Percentile Rank										
Top 10%*	455	9.7%	563	10.8%	23.7	445	12.5%	550	14.6%	23.6
Top Third*	1976	41.9%	2230	42.8%	12.9	1872	52.7%	2113	55.9%	12.9
Middle Third*	1915	40.6%	2097	40.2%	9.5	1418	39.9%	1409	37.3%	-0.6
Bottom Third*	820	17.4%	885	17.0%	7.9	265	7.5%	258	6.8%	-2.6
*Note: Percentage Distribution based on total with rank data on file.										
			2005		2006			2005		2006
Average HS Percentile Rank			57		58			64		65
Average SAT			979		978			1004		1004
Average ACT			20		20			21		21
Ethnicity	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006	2005	% of Total	2006	% of Total	Pct. Chg 2005 to 2006
African American	865	15.1%	881	13.9%	1.8	503	11.9%	440	10.0%	-12.5
Asian American	144	2.5%	194	3.1%	34.7	111	2.6%	144	3.3%	29.7
Hispanic American	195	3.4%	237	3.7%	21.5	132	3.1%	167	3.8%	26.5
Native American	18	0.3%	25	0.4%	38.9	12	0.3%	16	0.4%	33.3
Minority Total	1222	21.3%	1337	21.1%	9.4	758	18.0%	767	17.5%	1.2
International	164	2.9%	272	4.3%	65.9	89	2.1%	96	2.2%	7.9
All Others	4355	75.9%	4713	74.5%	8.2	3365	79.9%	3526	80.3%	4.8
Age										
19 and Younger	5071	88.3%	5658	89.5%	11.6	3730	88.6%	3993	91.0%	7.1
25 and Older	277	4.8%	212	3.4%	23.5	208	4.9%	132	3.0%	-36.5

Number of International Applicants and Admitted Students

Report for: 8/27/2006

IUPUI (Not Including Columbus)

Undergraduate				2005 - 2006 Comparisons		
Entry Type	2004	2005	2006	Net Diff	Pct Chg	2005 PiC
Beginners						
Applicants	171	161	272	111	68.9%	100.0%
Admits	77	88	96	8	9.1%	100.0%
Transfers						
Applicants	76	93	102	9	9.7%	100.0%
Admits	54	78	60	-18	-23.1%	100.0%

Graduate/Graduate Professional				2005 - 2006 Comparisons		
Entry Type	2004	2005	2006	Net Diff	Pct Chg	2005 PiC
Master's						
Applicants	475	497	567	70	14.1%	100.0%
Admits	254	277	330	53	19.1%	100.0%
Doctorate						
Applicants	110	141	189	48	34.0%	100.0%
Admits	22	36	30	-6	-16.7%	100.0%
1st Prof.						
Applicants	99	98	85	-13	-13.3%	100.0%
Admits	17	21	14	-7	-33.3%	100.0%

Number of Applicants and Admitted Graduate Students

Report for 8/27/06

IUPUI (Not Including Columbus)

Graduate/Graduate Professional				2005 - 2006 Comparisons		
Entry Type	2004	2005	2006	Net Diff	Pct Chg	2005 PiC
Master's						
Applicants	2041	2242	2319	77	3.4%	100.0%
Admits	1370	1531	1600	69	4.5%	100.0%
Doctorate						
Applicants	236	293	341	48	16.4%	100.0%
Admits	76	108	90	-18	-16.7%	100.0%
Percent Admitted	32.2%	36.9%	26.4%			
Non-degree						
Applicants	1006	595	597	2	0.3%	100.0%
Admits	964	544	534	-10	-1.8%	100.0%
1st Prof.						
Applicants	2401	2696	2740	44	1.6%	100.0%
Admits	841	977	956	-21	-2.1%	100.0%

FALL Enrollment Update
Fall 2006 - 08/31/2006

INDIANAPOLIS Enrollment

Credit Hours Taught

	9/1/2005	8/31/2006	Change	%
School	2005	2006		
BUS	23,384.0	23,372.5	-11.5	0.0%
DENT	11,699.5	11,493.8	-205.7	-1.8%
EDUC	11,409.0	11,813.0	404.0	3.5%
EGTC	22,370.0	20,844.0	-1,526.0	-6.8%
GRAD	647.0	618.0	-29.0	-4.5%
HERR	8,960.0	9,838.0	878.0	9.8%
INFO	4,441.0	4,413.0	-28.0	-0.6%
JOUR	1,243.0	1,191.0	-52.0	-4.2%
LAW	12,733.0	13,114.0	381.0	3.0%
LIBA	65,339.0	65,407.0	68.0	0.1%
LSTU	671.0	432.0	-239.0	-35.6%
MED	25,849.0	26,168.0	319.0	1.2%
MUS	4,142.0	3,860.0	-282.0	-6.8%
NURS	10,594.0	11,005.5	411.5	3.9%
PED	12,479.0	12,999.0	520.0	4.2%
SCI	63,895.0	63,774.0	-121.0	-0.2%
SCS	376.0	453.0	77.0	20.5%
SHRS	2,038.0	2,380.0	342.0	16.8%
SLIS	1,836.5	1,739.5	-97.0	-5.3%
SPEA	8,254.0	8,053.0	-201.0	-2.4%
SWK	7,558.0	7,564.0	6.0	0.1%
SWT	10.0	0.0	-10.0	100.0%
UCOL	1,434.0	1,436.0	2.0	0.1%
TOTAL	301,362.0	301,968.3	606.3	0.20%

Headcount by Student School

	9/1/2005	8/31/2006	Change	%
School	2005	2006		
BUS	2,160	2,173	13	0.6%
DENT	667	644	-23	-3.4%
EDUC	1,914	1,829	-85	-4.4%
EGTC	2,347	2,287	-60	-2.6%
GCND	529	415	-114	-21.6%
GRAD	661	749	88	13.3%
HERR	812	846	34	4.2%
INFO	610	603	-7	-1.1%
JOUR	96	169	73	76.0%
LAW	982	1,018	36	3.7%
LIBA	1,576	1,601	25	1.6%
LSTU	23	20	-3	-13.0%
MED	1,511	1,553	42	2.8%
MUS	31	35	4	12.9%
NURS	1,295	1,305	10	0.8%
PED	730	876	146	20.0%
SCI	1,850	1,936	86	4.6%
SCS	1,249	1,144	-105	-8.4%
SHRS	176	190	14	8.0%
SLIS	326	319	-7	-2.1%
SPEA	1,007	991	-16	-1.6%
SWK	661	677	16	2.4%
UCOL	7,431	6,997	-434	-5.8%
Duplicated	28,644	28,377	-267	-0.93%
Unduplicated	28,594	28,342	-252	-0.88%

IUPUC Enrollment

TOTAL	14,379.0	15,643.0	1,264.0	8.8%
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CO	1,381	1,463	82	5.9%
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Grand Total	315,741.0	317,611.3	1,870.3	0.59%
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Grand Total	29,975	29,805	-170	-0.57%
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Adjusted **29,764** **-169** **-0.56%**
for dual enrollments between IN and CO

Significant changes by school that may be masked by overall school totals:

- Business is down 23 undergrads and up 39 grads
- Education is down 26 undergrads, up 19 grads, and down 111 graduate non-degree students
- Engineering Technology is up 16 Engineering undergrads, but down 85 Technology undergrads. The school is up 9 in grads
- Herron is up 30 undergrads
- Liberal Arts is up 25 undergrads and 42 grads. The graduate students are credited to the Graduate School
- Medicine is up 21 undergrads
- Nursing is up 31 undergrads
- Science is down 18 undergrads, up 50 grads, and up 54 non-degree students
- Social Work is down 8 undergrads and up 28 grads
- University College is down 429 degree-seeking undergraduates
- The campus is down 401 undergraduates (-2.1%)
- The campus is up 278 graduate students (+3.8%) and down 129 non-degree students (-6.6%). These are adjusted totals due to change in the way Nursing processed new graduate students (directly into degree-seeking status rather than past practice of enrolling a number through non-degree status while taking initial courses)

Undergraduate Student Headcount for IUPUI Indianapolis

Point-in-cycle: Census

Indicator 1: Comparative Headcount at Census

- Undergraduate student enrollment is down by 322 heads
 - The decrease of 400 in degree-seeking undergraduates is of particular concern – the decline is mainly among freshmen and particularly sophomores. In comparison, the campus was down by 533 freshmen and 332 sophomores last fall (2005 versus 2004), but had an overall increase in undergraduate enrollment of 200.

Fall Enrollment for Census Point-in-Cycle - Undergraduate Students - Indianapolis Only

	2004 Census	2005 Census	2006 Census	Chg 04 to 05	Chg 05 to 06
Freshmen	5,269	4,736	4,595	-533	-141
Sophomores	5,566	5,234	4,712	-332	-522
Juniors	3,391	3,526	3,700	135	174
Seniors	5,457	5,824	5,913	367	89
Total Degree-Seeking	19,683	19,320	18,920	-363	-400
UG Non-degree	297	861	939	564	78
Total UG	19,980	20,181	19,859	201	-322

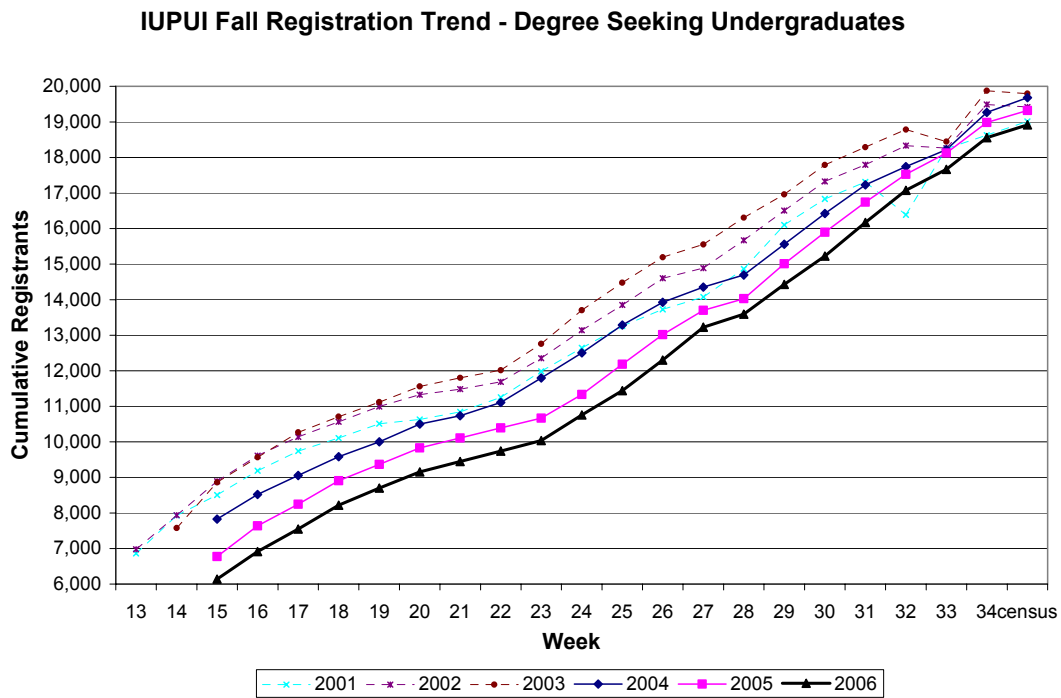
Indicator 2: Trends in the Registration Cycle

- The loss of 322 in undergraduate enrollments persists at census.

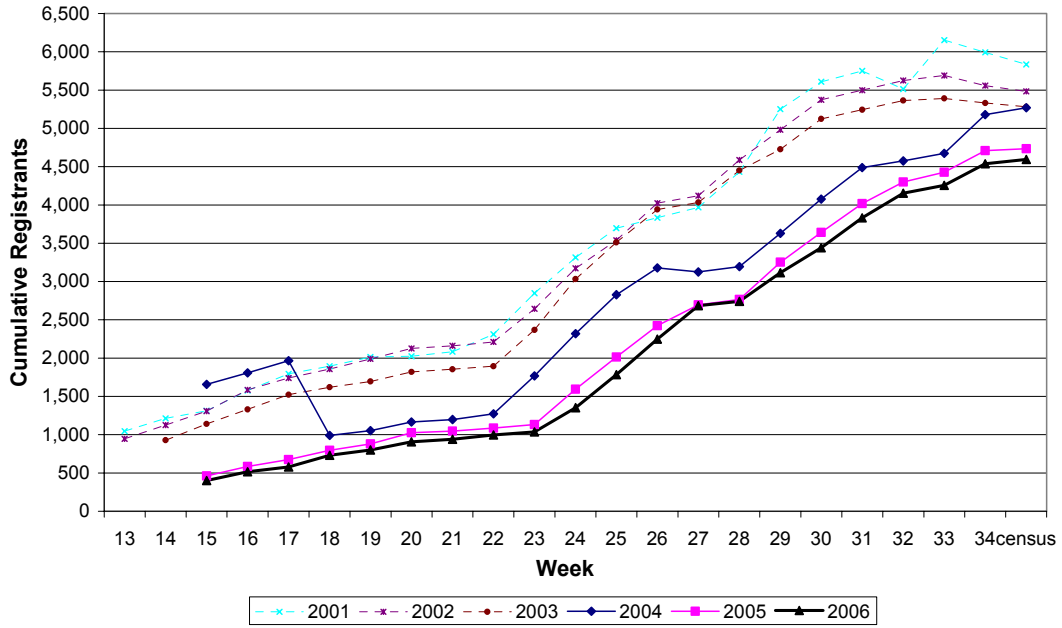
Net Change in Fall 2006 Headcount from 2005 - Undergraduate Enrollments at Indianapolis by Point-in-Cycle Date

	Week	Degree-Seeking	Non-Degree	Total UG
Apr 30	18	-690	80	-610
May 7	19	-667	79	-588
May 14	20	-673	92	-581
May 21	21	-663	96	-567
May 28	22	-651	111	-540
Jun 4	23	-627	117	-510
Jun 11	24	-579	115	-464
Jun 18	25	-745	110	-635
Jun 25	26	-716	118	-598
Jul 2	27	-472	114	-358
Jul 9	28	-437	122	-315
Jul 16	29	-584	122	-462
Jul 23	30	-669	119	-550
Jul 30	31	-573	137	-436
Aug 6	32	-453	140	-313
Aug 13	33	-457	124	-333
Aug 20	34	-424	80	-344
Census		-400	78	-322

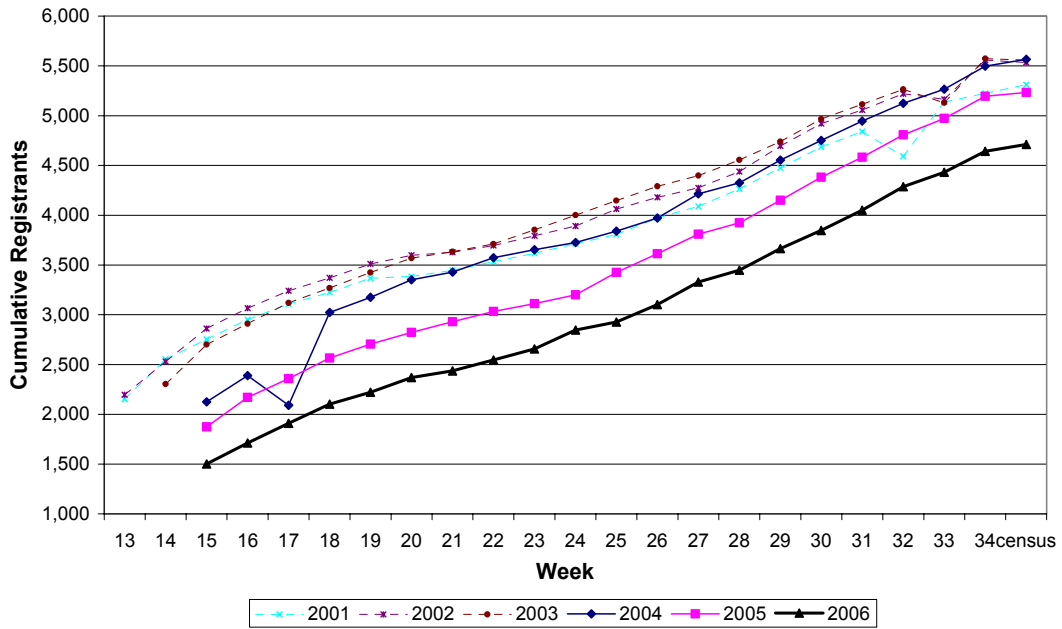
- IUPUI (Indianapolis only) Fall registration trends from 2001 to 2006 were plotted for the different undergraduate class levels by week.
 - Undergraduate enrollments continue to lag for 2006 compared to previous years.
 - 2006 freshman enrollment trailed behind its respective 2005 trend.
 - The 2006 sophomore enrollment trend had a significant lag.
 - The 2006 junior enrollment trend performed better than its respective previous trends.
 - The 2006 senior enrollment trend is slightly above that of its respective 2005 enrollment trend.



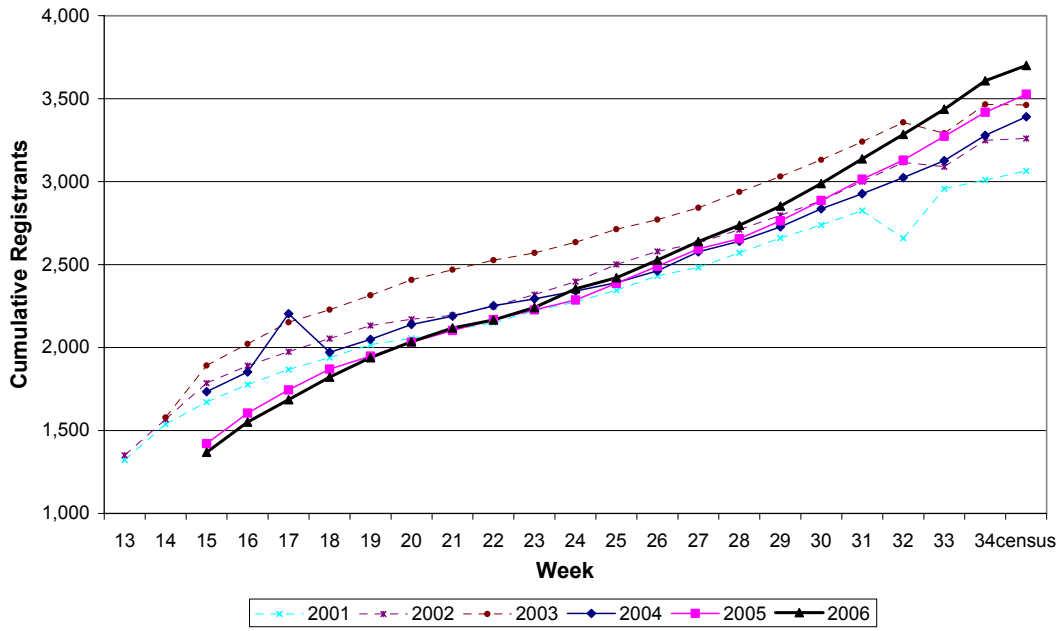
IUPUI Fall Registration Trend - Freshman



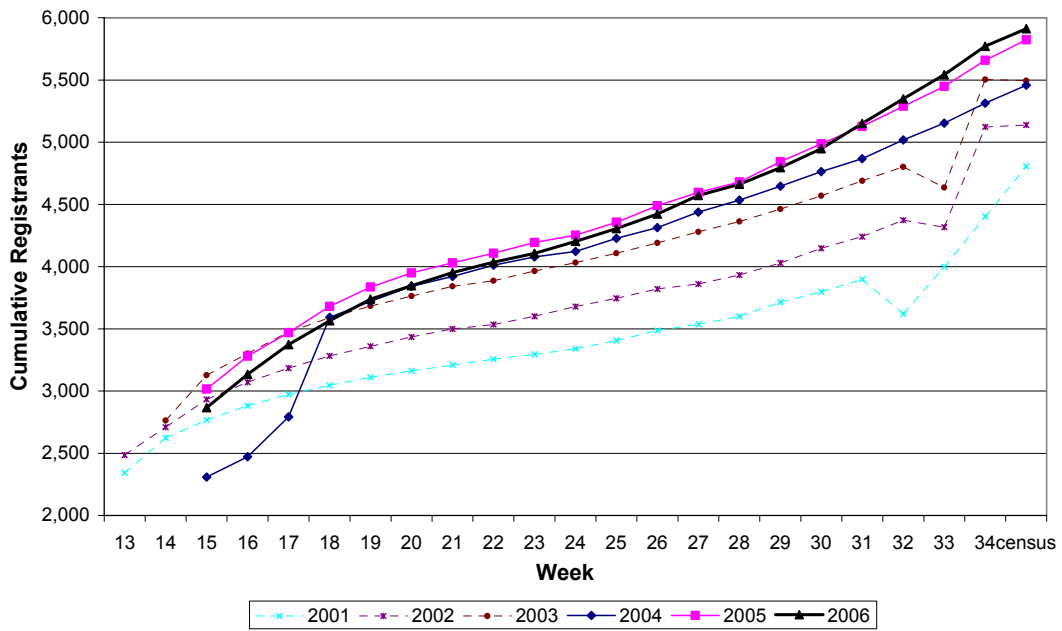
IUPUI Fall Registration Trend - Sophomore



IUPUI Fall Registration Trend - Junior



IUPUI Fall Registration Trend - Senior



Indicator 3: Fall Enrollment Status of Students Enrolled for the Prior Spring Term

Waiting on August degrees conferred data.

Indicator 4: Undergraduate Admissions Point-in-Cycle

- The Indianapolis campus is up dramatically in the number of applications from beginners. There is a much smaller increase in admitted beginners compared to last year.
- The number of applications and admits for transfer students is slightly higher than the number last year.
- Applications for undergraduate non-degree students are down compared to last fall's census; corresponding admits are also lower

Undergraduate Applicants - Indianapolis Campus - Census Point-in-Cycle

		2005 Census	2006 Census	Net Difference	% Chg 05 to 06
Beginners	Applicants	5732	6322	590	10.3%
	Admits	4208	4389	181	4.3%
Transfers	Applicants	3107	3255	148	4.8%
	Admits	2542	2616	74	2.9%
Non-Degree	Applicants	1075	999	-76	-7.1%
	Admits	1028	951	-77	-7.5%
Total	Applicants	9914	10576	662	6.7%
	Admits	7778	7956	178	2.3%

Fall 2006 Actual Credits, Projected Credits, and Budgeted Credits

Course	Actual	Actual	Difference	%	Projected	Actual	Difference	%	Budgeted	2006 Actual Difference	% Difference from Budgeted Credits
School	2005	2006		Difference	2006	2006		Difference	2006	from 2006 Budgeted	
Kelley Business	23,384	23,373	-11	0	24,075	23,373	-702	-2.9%	24,240	-867	-3.6%
Columbus	14,379	15,643	1264	8.8%	15,654	15,643	-11	-0.1%	15,273	370	2.4%
Dentistry	11,700	11,494	-206	-1.8%	11,451	11,494	43	0.4%	11,580	-86	-0.7%
Education	11,409	11,813	404	3.5%	11,651	11,813	162	1.4%	11,557	256	2.2%
EGTC	22,370	20,844	-1526	-6.8%	22,854	20,844	-2010	-8.8%	22,375	-1531	-6.8%
Graduate School	647	618	-29	-4.5%	710	618	-92	-13.0%	710	-92	-13.0%
Herron	8,960	9,838	878	9.8%	9,300	9,838	538	5.8%	9,160	679	7.4%
Informatics	4,441	4,413	-28	-0.6%	4,857	4,413	-444	-9.1%	4,692	-279	-5.9%
Journalism	1,243	1,191	-52	-4.2%	1,304	1,191	-113	-8.7%	1,262	-71	-5.6%
Law	12,733	13,114	381	3.0%	12,783	13,114	331	2.6%	12,733	382	3.0%
Liberal Arts	65,339	65,407	68	0.1%	66,566	65,407	-1159	-1.7%	65,337	70	0.1%
Labor Studies	671	432	-239	-35.6%	691	432	-259	-37.4%	561	-129	-23.0%
Medicine	26,078	26,168	90	0.3%	25,797	26,168	371	1.4%	26,245	-77	-0.3%
Music	4,142	3,860	-282	-6.8%	4,196	3,860	-336	-8.0%	4,342	-482	-11.1%
Nursing	10,594	11,006	412	3.9%	10,843	11,006	163	1.5%	11,154	-148	-1.3%
PETM	12,479	12,999	520	4.2%	13,627	12,999	-628	-4.6%	12,422	578	4.6%
Science	63,666	63,774	108	0.2%	65,375	63,774	-1601	-2.4%	63,738	36	0.1%
SCS	376	453	77	20.5%	397	453	56	14.1%	397	56	14.1%
SHRS	2,038	2,380	342	16.8%	2,445	2,380	-65	-2.6%	2,229	151	6.8%
SLIS	1,837	1,740	-97	-5.3%	1,875	1,740	-135	-7.2%	1,837	-97	-5.3%
SPEA	8,254	8,053	-201	-2.4%	8,481	8,053	-428	-5.0%	8,188	-135	-1.6%
Social Work	7,558	7,564	6	0.1%	7,153	7,564	411	5.7%	7,397	167	2.3%
Statewide Tech	10	0	-10	-100.0%	10	0	-10	-100.0%	10	-10	-100.0%
University College	1,434	1,436	2	0.1%	1,441	1,436	-5	-0.3%	1,425	11	0.8%
Grand Total	315,741	317,613	1872	0.6%	323,534	317,613	-5921	-1.8%	318,862	-1249	-0.4%

Enrollment Management Priorities and Action Plan (2006-07)

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;

- Review enrollment and retention data to acquire necessary understanding of trends
- Determine additional data needs and their usage

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Engage the academic units in enrollment forecasting and capacity analysis	EMC and academic units	<ul style="list-style-type: none"> ▫ Operationalization of gathering of information for establishment of enrollment goals ▫ Refinement of goals on annual basis with latest enrollment data ▫ Training by IMIR on use of data 	Annual process	<ul style="list-style-type: none"> ▫ Projections are used in academic and fiscal planning ▫ Projections are within 5% of actual fall enrollment
Coordinate with the Retention and Graduation Council in analyzing retention trends and implications	EMC and R&G councils	Detailed analysis of retention data	May 2007	<ul style="list-style-type: none"> ▫ Reporting results at the level of the academic unit (and program, as appropriate) ▫ Action steps implemented to enhance retention
Review analysis of Fall 06 admissions data	EMC, IMIR, UG+ Grad+ International Admissions Offices	Detailed analysis of fall admission data	Nov 2006	<ul style="list-style-type: none"> ▫ Action steps implemented to enhance yield of students

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**
- **Determine program capacity (number of faculty, number of majors that can be handled)**
- **Assess facilities and classroom utilization**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Continue process for academic units to establish enrollment targets for Fall 2007	EMC & IMIR	EM Planning tools, training, and data	April 2007	<ul style="list-style-type: none"> ▫ Specific school enrollment targets (targets by major and program where appropriate) ▫ IMIR training in February 07 ▫ IMIR compiled responses from schools April 2007 ▫ Campus and school-specific reports distributed to deans and EMC representatives May 2007
Address rate limiting factors in meeting IUPUI doubling goal of 4000 baccalaureate degrees in 2010	EMC, academic units, student support offices	<ul style="list-style-type: none"> ▫ Enrollment and retention targets ▫ Academic unit- and campus-wide enrollment and retention initiatives 	May 2010	Action items for 2007 established by Nov 06
Review changes in class meeting patterns and times	EMC, Registrar and Learning Environment Committee	Consultation with appropriate groups and faculty	June 2007	Improved patterns of classroom utilization, student flow, and better distribution of course offerings and enrollments across available time slots

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**
- **Promote strategic use of financial aid and scholarships to attract and retain highly prepared and talented students while addressing the issues of need-based aid**
- **Advocate for adequate resources to support both undergraduate and graduate education**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Collaborate with the Graduate Affairs Recruitment Group in the implementation of a marketing plan that articulates the campus' strengths	EMC, Graduate Affairs, and Communications and Marketing		May 2007	<ul style="list-style-type: none"> ▫ Completion of Recruitment Marketing plan ▫ Improved internal communication with students regarding graduate opportunities ▫ Increased number of graduate/professional students
Promote undergraduate research opportunities, including summer programs, that will help inspire students to consider graduate study and identify strong candidates for recruitment to graduate schools	Academic units, Graduate Affairs, UROP			<ul style="list-style-type: none"> ▫ Improved coordination and promotion of undergraduate research opportunities ▫ Increased number of undergraduate students performing research ▫ Increased number of graduate/professional students who completed undergraduate degrees at IUPUI
Examine new campus initiatives to determine the impact on support services for undergraduate and graduate students	EMC		ongoing	New campus initiatives include resource considerations for student support services
Expand recruiting efforts for students likely to continue enrollment at the graduate level in programs with available capacity	Academic units, EMC, and ES offices	<ul style="list-style-type: none"> ▫ Identification of programs with capacity ▫ Resources necessary for additional recruiting, 	ongoing	Increased enrollments in designated programs

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
		including scholarships, financial aid, and staffing		

4. Enhancing relationships and raising 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**
- **Continue articulation work through Passport, academic units, and Enrollment Services**
- **Ease transfer process through efforts of Enrollment Services, Orientation, academic units, Transfer Committee, and Council on Graduation and Retention**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Report to EMC on IUPUI undergraduate admission standards and processes	<ul style="list-style-type: none"> ▫ Admissions and UCOL Admission Committee ▫ Passport & Academic Units ▫ ES, Orientation, academic units, Transfer Committee, Council on Graduation & Retention 		Annual	<ul style="list-style-type: none"> ▫ Improved quality of new admits ▫ Increased yield rate for transfers ▫ Larger number of articulated courses and programs ▫ Student satisfaction with transfer/transition process, including satisfaction after a semester ▫ Increased retention of transfer students
Participate in the establishment of IUPUI courses in the ICHE Core Transfer Library and the 12 statewide articulated degrees initiative	Academic units, UG Admissions	Additional staff member in UG admissions	May 2007	<ul style="list-style-type: none"> ▫ IUPUI courses identified for the Core Transfer Library ▫ 12 statewide articulation agreements with ITCC and VU completed

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**
- **Review current enrollment by these populations, set targets for increasing enrollment, and identify additional recruiting/retention steps, both centrally and within the schools**

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Incorporate consideration of diversity and internationalization in the academic unit enrollment target setting process <i>For more on diversity at IUPUI visit http://www.iupui.edu/diversity/vision.html</i>	EMC, OIA, Diversity Cabinet, and academic units	Data on current enrollments, transfer-out patterns, and available markets	Ongoing	<ul style="list-style-type: none"> ▫ Recruitment, enrollment, retention, and graduation of diverse students proportionate to their representation in the community or region served by the academic unit ▫ Identify schools, programs, and majors (as appropriate) where additional specific steps should be taken to increase diversity ▫ Increased international enrollment
Discuss issues and strategies related to recruiting and enrolling Hispanic students	ES for educational pipeline	<ul style="list-style-type: none"> ▫ Promotion of importance of education in K-12 and preparation for college ▫ Expanded recruiting efforts, including additional materials in Spanish ▫ Scholarships and aid ▫ Immigration status issues for undocumented students 	Ongoing	<ul style="list-style-type: none"> ▫ Increased number of Hispanic applicants and admits ▫ Increased yield rate for Hispanic students ▫ Creation of Spanish language hotline where students and parents can receive information on enrollment ▫ Additional recruiting materials available in Spanish
Identify additional community partners to involve and help promote diversity at the university	Multicultural Outreach, Academic units	<ul style="list-style-type: none"> ▫ Promotion of importance of education in K-12 and preparation for college to both prospective students and their families ▫ Provide more information on Scholarships and Financial Aid ▫ Promote pre-college and 	Ongoing	Expanded interaction with community partners in discussions, programs, and related initiatives

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
		summer enrichment programs available at IUPUI		

6. Encouraging formal and informal educational opportunities and programs for learners through use of new program formats;
- Advocate for offerings outside of traditional formats and calendars
 - Promote incorporation of technology within learning opportunities
 - Support emerging patterns of engagement with learning
 - Promote coordination of campus and academic unit student support services
 - Coordinate with the Council on Life Long Learning

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Coordinate with activities of the Council on Lifelong Learning, Center for Teaching and Learning, and academic units	EMC, Council on Lifelong Learning, Center for Teaching and Learning, and academic units		Ongoing	<ul style="list-style-type: none"> ▫ Increased flexibility in course offerings in terms of method of delivery, need for visits to campus, and calendar ▫ Increased number or percentage of courses offered via distance technology ▫ Increased number of departments/programs offering courses via distance technology ▫ Increased number of certificate options and related packaging of courses in groups shorter than those leading to formal credentials such as certificates or degrees ▫ Expanded use of technology ▫ Expanded opportunities for experiential learning ▫ Follow lead of Council on Lifelong Learning
Establish performance indicators for student support services units	ES and IMIR to develop initial list		12/07	Identification of appropriate performance indicators

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

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Develop training process for academic unit staff to utilize available resources for information to drive enrollment management decisions.	EMC and IMIR	See 1 & 2 above	Ongoing	<ul style="list-style-type: none"> ▫ Specific enrollment targets and campus enrollment capacity established and reviewed, calibrated annually ▫ Ongoing EMC presentations on utilization of enrollment projections

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

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Continue development of the Communications Calendar http://registrar.iupui.edu/emc for both central and school-based communications	Enrollment Services offices and academic units	Sharing of sample communications and dates sent or made available on the Web	Ongoing	Compilation and distribution of central and school-based communications calendars
Implement JagJacket communication concept for perspective and admitted students	Enrollment Services offices, academic units, and Communications and Marketing	<ul style="list-style-type: none"> ▫ Conversion of materials to new format ▫ Technical and financial support from Communications and Marketing 	May 2007	Communications from appropriate offices and academic units available in JagJacket format
Solicit student input	EMC consulting with Campus and Community Life and student leadership	Student satisfaction survey and student focus groups	Ongoing	Regular input from students and increased level of satisfaction expressed by students on communications received from the university <ul style="list-style-type: none"> ▫ Use of new performance indicators (see 7 above)

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

Action Plan	Department/office responsible	Resources to accomplish	Date of Completion	Benchmarks for Completion/Success
Continue to promote interactions among the enrollment management related groups	All EMC-related groups and academic units <ul style="list-style-type: none"> ▫ EMC ▫ Council on Retention & Graduation ▫ Graduate Affairs Recruitment Committee ▫ APPC ▫ Strategic Scholarship Coordinating committee ▫ FASPAC ▫ Gateway Group ▫ Multicultural Outreach Advisory Group ▫ Orientation Advisory Committee ▫ Council on Lifelong Learning 		Ongoing	<ul style="list-style-type: none"> ▫ Clear assignment of responsibilities between and among the groups ▫ In order to avoid unnecessary duplication of effort or missed opportunities, better coordination among EM-related groups of recruitment activities and communications with current students ▫ Provision of a combined briefing report on the overlapping work of these groups to Faculty Council and campus administration ▫ Joint recruitment calendar current and utilized as reference for planning

Cutting across all of these:

- Identification and promotion of best practices
- Development of benchmarks and setting interim and longer-term goals
 - See especially 2 and 7 above*
- Assessment of continuing student satisfaction and success
- Use of new Student Support Services Performance Indicators (as they become available)
- Use of Accelerated Improvement process where appropriate
- Assessment of alumni to determine student success

July 10, 2006