

EMC<sup>2</sup> Steering Group  
10/8  
CA 537  
1-2:30 pm

## Minutes

- Telephone interviews of individuals (Student Tracking Survey)
  - Proposed questions follow minutes. Some final tweaking of language will occur.
  - Funding to expand number of individuals included in the survey will be sought so that an adequate sample in each area can be achieved
  - Vic Borden is overseeing the process. Survey should be conducted before the end of October.
- Review of the EMC<sup>2</sup> meeting and responses
  - Complied information follows the minutes.
  - Two items related to communications will be added to the priorities list
    - Improving and expanding communications with students using a variety of methods and media.
    - Improving and expanding communications and collaborations between and among units.
- Discussion of the work of the earlier Enrollment Management Group
  - See Reports available from <http://registrar.iupui.edu/emc/emc-101.shtml>). The one from 1998-1999 seems to have the most specific information in terms of specific goals and assigned tasks.
  - Vic led the discussion. Members noted the success of some of the different subgroups such as the group that became FASPAC
  - From the discussion, Vic synthesized the following as the major objectives of the Enrollment Management Council

1) Provide a venue for school and central administrative faculty and staff to communicate effectively about enrollment policies and practices in order to identify:

- a) effective practices in one area that might prove useful elsewhere;
- b) barriers to achieving enrollment objectives that can be removed; and
- c) potential collaborations among units to more effectively use resources to attain enrollment goals and to minimize efforts that work across purposes.

2) To promote organizational learning of strategic enrollment planning processes so that all programs can participate in and benefit from this approach, and that the campus, as a whole can develop a coherent strategic enrollment plan.

## Notes.

The success of EMC in achieving the first objective could be measured according to the short-term improvements. The Council should try to chronicle the current status of both effective practices and perceived obstacles so that we can document the spread of the former and the removal of the latter.

The second objective requires a longer-term educational strategy. Success would be documented through the development and dissemination of both school- and campus-level enrollment plans. These plans could be evaluated through a rubric regarding their level of comprehensiveness and sophistication.

Both efforts could be supported by some of the same activities. For example, a "Moore-like" symposium would offer an opportunity to share effective practices and promote learning.

EMC should consider releasing a steady stream of "enrollment intelligence," i.e., recurrent and one-time reports on specific aspects of enrollment that build toward a coherent framework. For example, we could "sponsor" a series of enrollment reports that IMIR and the Registrar's Office could release collaboratively regarding such topics as:

- o Where program majors come from
- o How is taking what courses
- o Basic differences between program completers and non-completers

The key to this effort would be defining a series of topics that follow coherently from each other.

- At the next Steering Group meeting, we will consider developing the workplan for the rest of the year
- Proposed Dean's Council discussion
  - Proposed structure for the discussion was reviewed
  - Vic and Amy provided additional context for the discussion
  - Information from the Dean's discussion will be shared at the next Steering Group meeting
- What should be the agenda for the next EMC<sup>2</sup> meeting?
  - Updates on initiatives such as the Telephone survey
  - Vic will provide background information on using data within the framework of enrollment management.
  - The Council will be divided into small groups with each group assigned a set of priorities to list 'best practices' related to the EMC priority

IUPUI Student Tracking - Follow-up Survey  
Draft #4 – 10/4/04

Hello, my name is (\_INTERVIEWER NAME\_), and I am calling from the Public Opinion Lab here at IUPUI. May I speak to (\_STUDENT NAME\_)? (REPEAT INTRO AS NEEDED)

We have been asked by the university to contact current and former students about their enrollment decisions this year. [NEXT TWO SENTENCES ONLY FOR THOSE PREVIOUSLY CONTACTED]As you may remember, we contacted you before this semester began and asked you about enrolling this semester. I just have a few follow up questions. [BACK TO EVERYONE] This should only take a couple minutes. I promise I am not trying to sell anything.

Q1. Are you currently enrolled at IUPUI?

- 1. Yes (SKIP TO Q3)
- 2. No
- 3. DK
- 4. REF

Q2. Did you register for classes at IUPUI for the Fall 2004 semester and then withdraw?

- 1. Yes
- 2. No (SKIP TO Q5)
- 3. DK (SKIP TO Q5)
- 4. REF (SKIP TO Q5)

Q3. Did you have any problems with the new registration or OneStart system?

- 1. Yes → Q3a. What types of problems did you have?

[INTERVIEWER: PROBE FOR UP TO 3 RESPONSES.]

---

---

---

- 2. No
- 3. DK
- 4. REF

Q4. Did the change in the registration system cause you to register any later than you would have otherwise?

- 1. Yes
- 2. No
- 3. DK
- 4. REF

Q4a. What about the new system caused you to register later?

\_\_\_\_\_  
(Probe about whether the problems had to do with the OneStart Portal or the Course Registration System itself; Whether the problems were technical in nature, or whether it was complexity of the process).

[IF CURRENTLY ENROLLED AT IUPUI, GO TO Q7]

Q5. Are you now enrolled at another college or university?

1. Yes → Q5a. Where did you enroll?

\_\_\_\_\_

2. No

3. DK

4. REF

Q6. What are the main reasons you are not currently enrolled at IUPUI for this fall semester?

[INTERVIEWER: PROBE FOR UP TO THREE RESPONSES.]

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[ASKED OF BOTH CURRENTLY ENROLLED AND NON-ENROLLED STUDENTS]

I'm going to mention a few specific issues that can impact college students' enrollment decisions. For each one, please tell me if it was very much, somewhat, or not at all a problem that you had to deal with as you made your decision whether to enroll for the semester at IUPUI (Remind them a couple of times that you want them to indicate whether these were problematic in relation to their ability to enroll at IUPUI for this semester)

Q7a. A change in work circumstances (Very much, somewhat, or not at all a problem)

Q7b. A change in family circumstances (Very much, somewhat, or not at all a problem)

Q7c. Getting into a specific IUPUI program (Very much, somewhat, or not at all a problem; If very much or somewhat, which program\_\_\_\_\_).

Q7d. Talking with an advisor (Very much, somewhat, or not at all a problem)

Q7e. Amount of financial aid awarded (Very much, somewhat, or not at all a problem)

Q7e. Problems receiving financial aid award (Very much, somewhat, or not at all a problem)

Q7f. Problems accessing the new registration system through OneStart (Very much, somewhat, or not at all a problem)

Q7g. Problems using the new registration system (Very much, somewhat, or not at all a problem)

Q7h. Getting the courses you wanted (Very much, somewhat, or not at all a problem)

Q7i. Uncertainty about career goals or major (Very much, somewhat, or not at all a problem)

Q7j. Close friends going elsewhere (Very much, somewhat, or not at all a problem)

Q8. Do you remember being contacted this summer by anyone from your school or major department?

1. Yes

2. No [SKIP TO END]

3. DK [SKIP TO END]

4. REF [SKIP TO END]

Q8a. [IF CURRENTLY ENROLLED] Did the call from the school or major department play a role in your decision to enroll at IUPUI?

1. Yes
2. No
3. DK
4. REF

[SKIP TO 9]

Q8b. [IF NOT CURRENTLY ENROLLED] Did the call from the school or major department encourage you to consider re-enrolling here at some point in the future?

1. Yes
2. No
3. DK
4. REF

Q9. Is there anything else you would like to add regarding your experiences attending IUPUI?

---

Those are all the questions I have. Thank you very much for your cooperation.

(COMPLETE INTERVIEWER ASSESSMENT QUESTIONS)

## **Enrollment Management Council**

September 24, 2004

Becky Porter thanked members for their willingness to serve. The university needs to take advantage of the expertise of the group in developing the overall enrollment management initiative as well as relying on active participation in its implementation at the campus- and school-level.

The Enrollment Management Council is working in collaboration with other groups, including the Council on Retention and Graduation. There is deliberate overlap in some membership of the two groups as there will be overlap in their work. Similarly, the responsibility for recruitment of new students doesn't rest entirely with Enrollment Services; there is overlapping responsibility with the schools. An overarching umbrella is the Chancellor's Doubling Initiative.

Becky provided a summary of the initiative through the attached PowerPoint presentation, differentiating Enrollment Planning from Enrollment Management and highlighting the need for a coordinated response from the schools and service units. Qualitative measures must be considered as well as quantitative ones.

As noted in the PowerPoint presentation, the committee is charged to think broadly and to act. Greg Lindsey pointed to a successful example of this was the decision reached quickly in early August not to have a washout for the Fall. The group's recommendations will be shared with appropriate bodies such as APPC and faculty governance.

Becky distributed a copy of the draft priorities for the group (see below), and asked members to review them both for what is there and what isn't but should be.

The priorities and a number of supporting materials are available on the Enrollment Management Website [registrar.iupui.edu/emc](http://registrar.iupui.edu/emc). The PowerPoint presentation appears with other brief presentation on Enrollment Management concepts.

Members broke into small groups to discuss a number of questions related to an understanding of current Enrollment Management activities in the schools and service units. A summary of their comments appears below, followed by the more detailed responses.

**The next meeting of the Enrollment Management Council will be October 22<sup>nd</sup>, 1:00-2:30 in BS 3009.**

### **Attachments:**

[EMC<sup>2</sup>: Enrollment Management at IUPUI](#) (PowerPoint: visit [registrar.iupui.edu/emc/emc-2](http://registrar.iupui.edu/emc/emc-2))

[IUPUI Experience in Enrollment Management](#)  
Small Group Discussion Summary of Responses  
Small Group Discussion Complete Responses

Draft Enrollment Management Priorities

## Small Group Discussion Summary of Responses

### Council Charge

To implement a sustained, systematic, campus-wide process to manage our enrollments through an information-based plan that (1) matches unit goals with the campus mission; (2) coordinates discrete activities across academic and administrative units; (3) monitors progress; and (4) adjusts plans in light of evolving state and community needs.

### Your Experience is Our Baseline

The Enrollment Management Steering Committee believes that the Council can address its charge effectively by drawing on the experience of academic and administrative units, including your experience during 2004 to address and overcome anticipated enrollment shortfalls. Today's session will include small group discussions to document relevant experience in enrollment management and to identify practices initiated in the summer of 2004 that have implications for long-term enrollment management strategies. The Steering Committee will summarize the information generated today as part of its efforts to establish a baseline of activities and to fulfill the charge from Vice Chancellor Plater.

### IUPUI Experience in Enrollment Management

Steering Committee members today will lead small group discussions of five or six people. Groups will identify a recorder to summarize conversations and return results to the Steering Committee. Questions for the groups to address are:

- 1. Does your unit have specific objectives for enrollment management or to support enrollment management? If so, what are they?**
  - A few of the schools noted they engaged in EM to some degree, but none in all dimensions.
  - Several schools noted they have capacity issues based on the availability of placements for internships/student teaching.
- 2. What are your unit's most important initiatives to manage enrollment? Would you describe your unit's ongoing efforts as mostly proactive or mostly reactive?**
  - Responses focused on increased communications with current students.
  - Several schools described outreach activities with prospective students (e-mails, fairs, career days, etc.)
- 3. Thinking about your efforts during the summer of 2004 to address anticipated enrollment drops, what specific steps did your unit take to increase enrollment? Do you think these steps made a difference? What were your most effective actions? Did you take any steps that in retrospect you consider a waste of time?**
  - The most effective efforts involved more personal contact such as phone calls rather than just relying on e-mail. This allowed the student to ask questions and get additional information. Students seemed to appreciate the extra attention a call requires.
- 4. What are the primary strengths of your two or three most important enrollment management activities? Could these strengths be developed by other units?**

- Increased communications and public relations efforts, especially targeting individual students rather than broader messages.
- Committed, long-term employees with great core of knowledge and understanding of the university. Better-positioned to answer questions.
- Increased flexibility in scheduling, including expanding the number of distance education courses and packaging courses in shorter time frames.
- Closely watching the industry in which graduates will work.
- Starting recruiting while students are still young
- Targeted scholarships
- A number of units had developed strategic plans, though they often operated in a void vis-à-vis other units on the campus. These typically relied on the Economic Model as a key element to the plan.
- Expanded articulations with Ivy Tech.

**5. What are the main weaknesses of your ongoing enrollment management activities? Are these weaknesses shared by other units?**

- Space and facility limitations, especially for laboratory and clinical programs.
- Little understanding of Enrollment Management concepts and tools
- Poor communication and coordination among the schools and support offices on initiatives.
- Poor coordination of resources, unnecessarily duplicating some efforts and not being able to start others if operating from within a single school
- Poor consistency of information, including inconsistency of presentation through the many Websites.
- Staffing, especially for recruiting efforts. How easy will this be to sell to the faculty?
- Not enough scholarships
- Problems with implementation of the new SIS.
- Course scheduling problems due to faculty preference for day-time classes with enrollment limits that may be unnecessarily low.

**6. What short-term opportunities do you see to improve enrollment management? What support is needed to address long-term opportunities for better enrollment management?**

- Improve consistency of Websites and keep current and fresh.
- Treat students well after they arrive, not just in the recruiting process. More communications, more care and feeding. Especially feeding.
- Building the student community through shared activities and improved facilities.



- Expand flexibility of course offerings (Web, short courses, fewer class meetings, etc.)
- Better involve students in recruiting and retention efforts.
- Develop clear curricular alternatives for students who are not admissible to a program.
- Consider all types of financial assistance and develop best methods for packaging.
- Use results of focus groups in development of marketing plan.
- Create environment in which a school's planning involves other schools who will be affected by any changed (curricular, scheduling of offering, etc.)
- Expand capacity through staffing and better scheduling
- Provide more information on electives to all students, especially beginners and seniors
- Review deadlines and procedures to identify and remove barriers.

**7. What are threats to success? What obstacles must you overcome to implement more effective enrollment management?**

- Too great a reliance in some units for enrollments in service courses without knowing the demand.
- Lack of support or alternatives for students who are not admitted to a competitive program.
- Lack of timely processing of new course requests and related administrative processes.
- Treatment of students post-admission, especially in lack of communication.
- Independent action by other schools or units that may impact majors in a particular school.
- Fee Structure (undergrad/grad); resident/non-resident for distance education.
- Infrequency of course offerings/lack of predictability of course offerings.
- SIS implementation problems.
- Competition from other institutions, especially those with a perceived ease of enrollment and flexible course packaging (days, times, frequency, Web).
- Lack of sharing of longer-term plans form individual schools.
- Lack of coordination among schools and service units.
- Fiscal constraints
- Capacity constraints

**8. What steps, if any, has your unit taken to increase minority enrollment or diversity?**

- Targeted recruiting through special programs.
- Scholarships.

- Working with appropriate student and faculty/staff groups.
- Mentoring, including helping current students to be successful in their studies.
- Beginning recruiting efforts while students are still in middle school.

**9. What kinds of information would you find useful in moving forward with the work of the council?**

- Enrollment management models.
- More data on alumni to see how well graduates are doing and what is working in the schools.
- Survey the region to identify graduate/professional school opportunities (new programs, certificates, etc.).
- More cooperation from University College regarding students in the queue, including the chance to interact directly with undecided students.
- Translating campus data to the individual unit and aligning same with campus goals. How are goals being met in each unit?
- Models for internal and external assessment, including longitudinal.
- Customer service protocol.
- Models for effective marketing at the school level.
- Better understanding of differing retention rates among the schools and how that will impact enrollment in other units.
- International Affairs needs more interaction and input from EMC members including providing direction in enrollment objectives.
- Information on the number of prospective students (including college prep rather than just projected high school grads).
- Information from Ivy Tech on enrollments in individual programs to get a sense of the recruiting queue.
- Better integration of campus Websites.
- Identification of best practices.
- Course offering plans, including any adjustment to Summer 2005 with new term options.
- Enrollment data, including longitudinal.

**Small Group Discussion Complete Responses**

**1. Does your unit have specific objectives for enrollment management or to support enrollment management? If so, what are they?**

- As we move into EM concept, refining and reassigning work. Tasks that may have been conceptualized as belonging to a particular office may change.

- University College: Enrollment is dependent on admissions standards and campus decisions.
- Schools (SLA, Science, Medicine, SPEA) engage in enrollment management to varying degrees, but none closely follow all dimensions (recruitment, admissions, retention, graduation, alumni relations) with a view towards managing enrollment.
- SLA and SPEA historically have followed a “more is better” recruitment strategy; Medicine has limited capacity and has historically turned away students.
- Education: capacity and fixed numbers driven in part by available slots in undergraduate teacher education which, in turn, is strongly affected by number of possible placements in the schools. Fewer such barriers at the graduate level.
- SPEA: Six undergrad majors and two graduate majors. Need to focus on specific programs. Example: don't need more in undergrad criminal justice, but need to increase master's in health administration.

**2. What are your unit's most important initiatives to manage enrollment? Would you describe your unit's ongoing efforts as mostly proactive or mostly reactive?**

- Proactive to work with IPS to prepare their graduates qualifying for IUPUI admissions.
- FA/Registrar reactive at the moment in operations with new SIS system but looking toward proactive plan to provide a seamless pipeline amongst Enrollment Services offices to keep student out of middle of administrative red tape.
- SHRS sees communications as the most important element in enrollment management.
- Prospective students are contacted weekly by a student enrollment coordinator and the message is consistently aimed at selling the program at IUPUI. They use a rolling admission strategy and have determined that they must admit about three times more students than they intend to actually matriculate. They also use the website and have invested in professional designers to make it the most effective possible. They feel that they are very proactive to fill their classes.
- INFO has also been proactive, trying very hard to keep interactions with students high. They work to put students and their work constantly in view. One mechanism is the digital media gallery featuring student work. INFO is working on joint certificates with other schools and involving many other schools through joint appointments.
- SON and SLA have been reactive but are working to become proactive. SOM is small enough that they feel everyone is privy to policy and contributes to all parts of the student experience
- Labor Studies: Career days Indiana State Building Trades and using energy of other units and organizations
- Law: Educating public on concept of IUPUI with identification of IUPUI seen as a strength
- Some units believe themselves to be proactive. SPEA sees more as reactive due to staffing shortages in the ability to recruit and work on retention issues.

**3. Thinking about your efforts during the summer of 2004 to address anticipated enrollment drops, what specific steps did your unit take to increase enrollment? Do you think these**

**steps made a difference? What were your most effective actions? Did you take any steps that in retrospect you consider a waste of time?**

- Special handling such as phone calls seen as more effective than just e-mails.
- Multicultural outreach found that some of its targeted population was opting for USI.
- Proactive on-going efforts delegated to faculty lead advisors at departments. These faculty members contacted student during the summer.
- SPEA: Proactive by calling students this summer
- With respect to summer initiatives, SLA and SPEA made contacts; SLA found it helped with majors and major enrollments were up, but service courses were done. SPEA contacted students but still suffered drop in enrollments and will investigate why. Science was in a transition between Deans in the summer of 2004 and no progress was made on enrollment management strategies. University College found that by calling people, more came in early, and the workload was more evenly distributed through the summer months. UC will repeat efforts and integrate into regular business practices because of better service that resulted in weeks prior to fall registration.

**4. What are the primary strengths of your two or three most important enrollment management activities? Could these strengths be developed by other units?**

- Strengthened commitment and appreciation with public relations offices/teams on campus as we work to be sure we are effectively communicating. Utilizing that campus resource. Previewing drafts amongst offices for clarity and outside eyes.
- Small, focused unit with personal attention to those in the program. Need vision to try to carry that model across larger units who don't have the resources for such personal attention.
- Committed, long time employees with great core of knowledge.
- UCOL strength in their split positions (½ UCOL; ½ academic unit); effective for communication and planning.
- Social Work: Development of on-line courses increased enrollments 17-20%.
- Labor Studies: Doubled enrollments statewide with 70% of student credit hours from instate undergrads.
- Law School: Start recruiting early: Middle schools, scout programs, early exposure to Law such as Minority Law Day.
- Offering 3-4 programs a year with ambassador programs weekly (events, lunches)
- Alumni panel
- Intergenerational involvement
- Admitted students and challenge of yield. Need programs to get them to matriculate (lunches, scholarship programs, trips to D.C.)
- Increased non-resident recruitment.

- Engineering: Scholarships for local and international
- Strong collaboration with student life to engage students to campus activities
- Monthly newsletter help students prepare for timely registration and thus improve retention
- External Affairs:
  - Promote public understanding about the university and its name; Why Not Both campaign has been effective in communicating idea that IUPUI offers both IU and Purdue degrees
  - Focus on quality issues as well as issues of quantity (more is better, why not both)
- SHRS has a 5-year plan, which is based upon an economic model constructed by Jim Johnson. This plan links the income needed to insure viability of each program to goals for enrollment needed to produce the income.
- SLA is working on a strategic plan and will have a consultant work with them. It will link output goals to a realistic estimate of how many students will finish the degrees they start. The model will link to the campus goal of doubling graduates.
- INFO is going to do a plan that will involve an economic model.
- SOM is working with a 3-year plan that is linked to the campus goal of doubling graduates.
- The plans noted above are shared within schools at faculty retreats (SRHS, INFO, SON), at annual convocations or dean's messages sent directly to faculty (SLA) **but there were no mechanisms noted by which these plans could be shared between or among schools.**
- Engineering: New programs
- TCEM: Change in offering courses on the Web has allowed growth for that part of the school. Need to be flexible in terms of how we offer courses but also maintain quality
- Closely tracking industry and its growth.
- A good portion of school's growth is the result of students discovering the major post-matriculation and while they are completing general education courses.
- EDUC: New articulation with Ivy Tech in early childhood as an example of win-win for the two institutions.

**5. What are the main weaknesses of your ongoing enrollment management activities? Are these weaknesses shared by other units?**

- Health Professions – Medicine
  - Enrollment is less fluctuating than other academic units because of seat limitations in each program; programs are effectively at capacity because of limitations on seats
  - Clinical and lab facilities, accreditation requirements impose problems for program expansion
- Little understanding of the Enrollment Services concept; not silo administrative offices but under one umbrella working tightly together to assist students. Need to understand and get staff behind Enrollment Services strategy, building a bridge for the student.

- Current roles need redefinition; which will require good communication with all staff affected.
  - Consistency of information within and across units. How to effectively communicate with those who don't understand our jargon.
  - Trying to serve such a diverse student population with limited resources; difficult to be as efficient and effective as desired.
  - Subliminal messages in signage, body language, etc.
  - Not enough Scholarships
  - SIS problems with registration
  - Need more staff on recruitment: How to sell to the faculty?
  - Law: Enrollment based on budget needs
  - Engineering: Need additional full-time staff member for recruitment
  - Labor Studies: Cover conventions; need two more staff
  - Social Work: Need staff for recruitment and advising
  - International Affairs: Need more staff to admit and process transfer credits.
  - Need to expand use of technology such as document imaging.
  - Coordination with other offices
  - Sharing of resources
  - Few students on Fridays
  - Because of the recently implemented general education requirements in foreign languages such as Spanish (because of limitations on language lab space) and History (because of limitations on faculty) courses are at capacity
  - Problems scheduling evening classes, in part due to faculty preferences for day-time classes, limit capacity
  - Not fully aware of objectives or figures. Enrollments are down. We try very little recruiting and have no real objectives. However, a full meeting and recruiting plan will be developed
- 6. What short-term opportunities do you see to improve enrollment management? What support is needed to address long-term opportunities for better enrollment management?**
- The group agreed that good Websites that are frequently updated are key for attracting students. Showing off the work of students and faculty on the web is also good for helping the students in the program feel valued. Simple hospitality helps students feel valued throughout their careers in the schools.
  - ISSUE: Students are often treated well during recruitment but they are not always made to feel welcome and valued at all times after enrollment.

- SUGGESTION: Simple and inexpensive strategies can make students feel valued. One example was the suggestion of having coffee and simple food available before classes that are held after work and that attract working adults. Increasing the opportunity for informal contact with faculty was another suggestion.
- Sports, especially Basketball and connections to campus quality.
  - Donations rise (MG: recent study says no)
- IUPUI Branding issues
- Building student community
- Need for athletic venue and other venues for student communities
- Expanding Distance Education
- How current students might be better used in both recruitment and retention efforts (mentoring, ambassadors, etc.)
- Considering all types of financial assistance – institutional, state, federal, personal, etc. and developing the best methods for packaging.
- Moving toward a process to assist students with true financial management.
- Campus actions can help improve the retention of those who cannot get admitted to the programs through advising and career planning.
- Explore and expand on-line courses when possible
- Use the results of focus-group interviews to design a new marketing plan.
- The planning that is currently done treats each school as if it were an independent entity, but in fact there are clear links in enrollments between schools. A mechanism is needed to hold harmless those schools where enrollments fall as a result of program closures in other schools. SLA and SOS most impacted by changes in enrollments in other schools because of their roles in general education, yet SLA and SOS do not have early information about policy changes in other schools that will impact their enrollments, thus their management is forced to be reactive rather than proactive.
- \*A forum is needed in which schools discuss potential policy changes that can have impact on other schools. The GAC could serve that function for graduate programs and the APPC could serve that function for undergraduate programs. The discussion would have to take place early enough in the planning stages so that both affected schools could respond.
- Labor Studies: Wants to build a graduate program
- Capacity issues differ by school and program, so increasing enrollment requires different types of investments by different units
  - SLA, History: more faculty
  - SLA, Spanish: additional language labs
  - Medicine Allied Health types of degrees: lab and clinical facilities and accreditation requirements related to faculty/student ratios
  - Science: scheduling and availability of full-time faculty to teach evening courses; scheduling of science classes with both lectures and labs, particularly those that must be taken in sequence because of prerequisites, also can make it difficult for students to get courses, causing problems in retention

- Fill electives with beginners and seniors (advising issue)
- International Affairs: SEVIS fee voucher for add fees. \$1000 scholarship for international students
- Offer discounts for Friday enrollments, including once-a-week classes
- Implement differential costs related to time and day of class: may help with capacity issues.
- Education: Pushing faculty to consider rolling admission rather than fixed deadlines

**7. What are threats to success? What obstacles must you overcome to implement more effective enrollment management?**

- Liberal Arts: Enrollment is vulnerable because of its dependency on credits generated by service courses.
- Although SLA believes more is better, quality and cost issues are of great concerns
- Course offering and scheduling are problematic to retention and graduation
- Many schools feel they are being undercut by policies of the larger institution or of other units. Examples that were given include:
  - \*Graduate fees for undergraduate courses—SLA, SON, and SHRS and others noted that many returning adults cannot or will not pay this extra fee for courses they need as prerequisites for other programs. All members of the group could point to individual students they knew who opted to go elsewhere or simply dropped out as a result of this issue. INFO noted that they created a non-degree undergraduate pathway by allowing any student to sign up as a second undergraduate degree candidate.
  - \*Out-of-state tuition is too high to allow programs to offer graduate assistantships. They suggest that some way to convert to in-state tuition would allow the programs to attract more graduate assistants. National studies have indicated that retention is highest among students who actively participate in the teaching mission of their department.
  - \*INFO has attempted to offer courses in a more creative scheduling, such as more weekend courses. When the modeling was done, it was noted that the course could not be made profitable because of the 9% surcharge that had to be paid to CLN for anything scheduled during the weekend. This school is therefore stymied in moving courses into less crowded times.
  - \*Students at IUPUI cannot charge books at the bookstore, using their bursar's account, but students at IUB can. This strategy would have helped us through the financial aid crisis but it was not available to IUPUI students. Rick Ward noted that many students in SLA were able to buy their books only last week.
  - \*Graduate students and adult students at any level are put off by some of the "paternalistic" policies that may be effective and useful for younger or inexperienced students. Why does a research scientist at Lilly who is taking a class for fun as a graduate non-degree student have to run all over campus to get a drop-add slip signed (an actual case related by INFO, who noted the man was seriously put off at having to seek permission to drop a class)?
  - \*Course approval is far too long a process to accommodate the nimble way we need to work in order to be most effective.



- \*Programs that use courses offered by other schools as electives often find the courses to be full or offered too infrequently to be of best use to their students.
- \*Many programs cannot accept all the students who are on campus taking prerequisites to get into their programs. One example is the nursing program. Those students who do not get into the program of their choice are often disappointed and may leave with a very negative view of the campus.
- \*All programs noted that eroding student services has been a serious issue both in attracting students and in retaining them. It also impacts faculty. Several members of the discussion group related stories of faculty offering personal loans to students in distress because of the financial aid issue and no one in the group knew where to turn for help. No one had received any information or comfort from the Financial Aid or Bursar's offices.
- ISSUE: Policies made by larger units or policies made without consultation throughout the university do not always benefit all parts of the institution.
- \*As part of mission differentiation, let all policies be reviewed. Give each campus the flexibility needed to alter policies or procedures to avoid interfering with the accomplishment of the mission of that campus.
- \*Create electronic drop/add mechanisms for graduate and GND students.
- \*Course approval needs to be made electronic and streamlined.
- \*Courses should be scheduled with an eye to the sources of the students who have enrolled in the course in the past. Schools should consider partnerships in making instructors and courses available to serve the maximum number of programs.
- \*Aggressive and proactive advising should be available to students who are seeking specific programs that have a ceiling on their enrollments. These students could be made to feel well-served and could be recruited into other campus programs better suited to their interests and academic accomplishments.
- The sort term fix of having the Graduate Office staff serve as a conduit for information and assistance to programs having difficulties with financial aid cannot be "institutionalized" to extend beyond the agreed upon three months because the Graduate Office is currently sacrificing some of its core functions to assist in the financial aid crisis. Financial Aid and the Bursar's Office need to be in direct communication with students and programs and need the support to be able to carry out these roles. There needs to be better communication among the Graduate Office, Financial Aid, Bursar, and the Registrar's office so that all parties can be offering the same information to the programs and so that planning within the offices can be most effective.
- Competition from other institutions, such as University of Phoenix
- Fiscal constraints
- Capacity issues
- International student barriers
- Need to address problem with non-resident fees and distance education courses.

- Review late fee policy. Charge by start of course, not start of term. The latter is a disincentive for flexibility in course scheduling.
- Review processes for barriers and stumbling blocks.
- Enrollment is vulnerable by demands and trends
- Science:
  - Enrollment is vulnerable because of its dependency on credits generated by service courses
  - Lack of laboratory spaces inhibits growth in the life/health science programs
- SPEA:
  - Experienced a drop in graduate students and students in Criminal Justice
  - Investigating the reasons for reduction in enrollment
- Some students who come here see this as interim destination to another institution
- The Strategic plans (see 4 above) above are shared within schools at faculty retreats (SRHS, INFO, SON), at annual convocations or dean's messages sent directly to faculty (SLA) **but there were no mechanisms noted by which these plans could be shared between or among schools.**
- Graduate fee differential
- Online courses are costly in terms of time versus number of students

#### 8. What steps, if any, has your unit taken to increase minority enrollment or diversity?

- With respect to Diversity, units are using different strategies
  - UC: tiered mentoring, with outreach as early as third grade just to get students on campus
  - SLA: through faculty recruitment
  - SPEA: Jump Start participation
  - Science: scholarships for research
  - Medicine: problems because applications are completely color blind and all admittances based on best scores.
- Shades of Brilliance attracted 247 attendees at Explore IUPUI
- Because of admission competitiveness, it is difficult to improve student diversity
- Pre-college programs help minority recruitment; these programs mainly are tiered mentoring programs, with College mentors leading HS mentors who work with Jr. High mentors, etc.
- Stepping up recruiting in IPS, and other cities such as Gary, South Bend, and Ft. Wayne.
- Scholarships and grants help improve student diversity.
- Established Multicultural Outreach Advisory Council to meet twice a semester.
- Scholarship program
- Mentoring for 21<sup>st</sup> Century Scholars.

- Working with current students: Education and helping students perform better on PPST.
- Establishing connections with Black Student Union and Latino Student Association as well as with faculty/staff groups.
- Working with pre-college programs and visits.
- SPEA faculty member is developing College for a Day.
- EDUC: State is transitioning to making the transition to college more seamless, including expansion of the number of AP classes.
- Facilitate student diversity through programs such as META.
- African American faculty are participating in Jump Start
- Center for Philanthropy – working on diversity. Proactively attempting to attract highly motivated African Americans; small program so student never feels alone.

**9. What kinds of information would you find useful in moving forward with the work of the council?**

- To gather effective information and become diverse in our own thinking, when possible, working groups need to be diverse as well.
- Need information about how campus goals are being met in each unit. Good picture of incoming class; how does that parse out to my academic unit? How does this class diversity or lack thereof play out for my academic unit and, as a result, into the mission of IUPUI.
- Seeing through the lens at various points in time.
- Enrollment management models? Diagrams?
- Models for our internal and external assessment. Longitudinal assessment through a focus group; survey in year 1, then same group in year 3, again at graduation, etc. to see how responses may be different.
- The group concerned about the difficulties of getting enrollment reports from the new system for management decisions such as course offering and scheduling. Financial aid is also a concern for future enrollment projection.
- The group suggested that a way to share best practices and success stories would be very helpful. Several members of the group noted that what they had heard in this limited discussion had already been helpful.
- Alumni data including the all important job histories of our graduates are of primary importance. These data are already kept by SON and SHRS because of accreditation issues. Others could benefit from this type of information.
- Student service issues are well worth spending money on. It would be very helpful to have more information on how other units efficiently handle various student services.

- Survey environment for graduate/professional needs
- List of not-yet registered was useful, though schools used differently. Education followed up with e-mail and didn't see much in results while those who made calls seemed to a better response to the outreach effort.
- Strong interest in getting more information on students in UCOL, including the undecided population. Aside from list of prospective majors in UCOL provided by Office of the Registrar, repeated requests of UCOL for lists and chances for involvement have not been fulfilled.
- Need to know if schools are modifying course offering plans for Summer 05 based on single term.
- Tracking systems
  - Development and or utilization
  - Timeline of tracking
- Customer service protocol
- Effectiveness & marketing
- Information on international recruitment goals
- Website: systematic approach
- Identify best practices and share what works.
- More information on the number of college prep students as well as the larger number of HS grads.
- Information from Ivy Tech on its enrollments by program to get a sense of the recruiting queue.
- Growth of USI—why are they so attractive? Programs? Size? Setting?
- Need better understanding of how differing retention rates by schools will impact enrollment and a goal to grow in a thoughtful way.
- Methods for section management are rudimentary and need to be strengthened by forecasting per section rather than looking at totals for previous semesters
- International Affairs: Need more interaction and input from EMC for advice, feedback, direction in enrollment objectives

## Draft 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:

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

9/24/04  
Draft 2

Mapping of EMC Meeting One Focus Group Responses to EMC Priorities  
Prepared by Mark Grove  
October 2004

I've reviewed the responses from the draft minutes from the Council meeting and came up with a general summary. I then mapped them to the priorities (appended at end of this document) as best I could.

- No schools would claim to be using EM in a comprehensive way. There is significant interest in understanding more about the concept and in acquiring or developing appropriate tools and templates. (Priority 2 and 7)
- There is an interest in more data and an improved understanding of the current student body and those we seek to recruit. (Priority 1)
- Communication with students varies significantly and very few schools would claim to be doing it well or regularly. This was, of course, confirmed by the comments we've had from students about communications from the university, whether from the schools or service units. (Method; does not map easily to a priority)
- There is a general poor presentation of information on Websites, including a great inconsistency moving across the campus. Even if the information is there, the lack of consistency makes it difficult for students and faculty/staff to know where to find it when moving from one school to another. (Method; does not map easily to a priority)
- There is significant interest in improving communication and coordination between and among the schools in terms of curricular changes and initiatives. (Priority 2)
- There is a need for more accurate and timely information provided by employees. A good measure of this is the lack of internal communication noted above. (Method; does not map easily to a priority)
- There is interest in greater flexibility in terms of meeting changing student needs. This includes
  - More courses taught through distance technology
  - More courses taught in shorter periods, outside the lengths of the traditional semester (Priority 6)
- There is a need to address perceived financial disincentives, including:
  - Non-resident fees for Web-based courses
  - The new fee structure of charging by the level of the student
  - Changing late registration fees to the first day of the class, not the first day of the semester (Priority 6)
- There is a need to expand our efforts in cultivating students while they are younger (such as middle school) (Priority 3 and 4)
- There are concerns about adequate staffing and scholarships for recruiting students. (Priority 3 and 7)
- There are concerns that we do a better job of recruiting students than serving them after they arrive. We need to improve customer service and responsiveness. Part of this could be addressed by improved self-service options, leaving time to deal with those students who really need the help (or whom we want to see, such as those who aren't doing well academically) (Perhaps Priority 7. More general, though)
- There are fiscal and capacity constraints in certain programs. (Priority 1)

You'll note that communications issues were significant concerns of the Council. These don't easily map to priorities. Priority 7, educating and empowering staff, may be the closest, but I think the various concerns about communications (internal and with students) perhaps rise to the level of a new priority. I recognize this is more of a method than a priority *per se*, but it may also be one of those where tangible action might be taken more quickly, especially with implementation of the new marketing plan.

- Improve and expand communications with students through different methods and media
- Improve and expand communications and collaboration between and among the schools

In any case, the concerns raised did not match the top two priorities (numbers 3 and 4) recommend

# Enrollment Planning to Advance the Doubling Goals

School \_\_\_\_\_

1. What are you doing now, or planning to do, between now and 2010 to influence enrollments?

2. What kinds of information would be helpful to you in each of the following areas?
  - a. Potential/demand (Is there a need for expansion or growth in this area? Will internal and external communities support this growth?)
  - b. Capacity (Do we have the resources (fiscal and human) and structures (physical and programmatic) required to support this growth?)
  - c. Process capability (Can our current operations meet potential increased demand? Do they even meet current demand? Can we sustain effective practices as the volume increases?)
  - d. Affordability (Where do we get the funds to expand in any given area? To what degree can we expand or find new revenue sources versus reallocating existing resources?)
3. With which campus units are you collaborating now, and with which would you like to collaborate, to advance your enrollment objectives?



4. What can the campus administration do to encourage such collaboration and thus assist in moving IUPUI toward becoming a Model II learning organization?