

## INTRODUCTION

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During the 2009-2010 Academic Year, the four broad components of the enrollment management function will be development and implemented, consistent with the 2007-2012 IUP Strategic Plan, Advancing a Legacy of Excellence.

As IUP's Strategic Plan defines enrollment management as "the integrated systems approach that focuses on student enrollments from the time of the initial inquiry through graduation and post-graduation." The Strategic Plan sets forth two goals:

- A. *Refine and executive a university enrollment management plan to recruit, retain, and graduate all students.*
- B. *Engage all members of the university community to strengthen recruitment and retention efforts.*

It is the intention of this one-year action plan to address both of the broad goals within the Strategic Plan and to achieve the KPI's in the Five Year Enrollment Management Plan. The four broad components of this Action Plan follow. Within each of these four components, key performance indicators (KPI) are identified, along with one-year objectives, action steps, and managers responsible for implementation.

### A. FALL 2009 UNIVERSITY-WIDE EM GOALS

**Implement a university-wide, holistic approach to enrollment management by enhancing the enrollment management culture, which engages all members of the university community.**

### B. FALL 2009 IUP EM GOALS UNDERGRADUATE ADMISSIONS

1. **Grow the size of the University from 14,638 to 14,860.**
2. **Maintain 3,100 New First Time Students.**
3. **Increase the number of New Transfer From 596 to 620.**
  - a. **Number is held down because of housing constraints**
4. **Improve the quality of the Incoming Freshman Class by increasing the SAT average from 990 to 1000.**
5. **Increase the Geographic Diversity of the Freshman Class from 7% to 8% for Non-Pennsylvania students.**
6. **Increase the Ethnic Diversity of the Freshman Class from 13% to 15%.**
7. **Increase the Market Share of the in IUP's primary market from 40% to 41%.**
8. **Increase the International student enrollment from 4.8% to 6%.**

### C. FALL 2009 IUP EM TACTICS PLAN FOR GRADUATE ADMISSIONS

9. **Increase the graduate enrollment from 2347 to 2366.**

### D. FALL 2009 IUP EM TACTICS PLAN FOR UNDERGRADUATE RETENTION

10. **Increase the Retention Rate of First Year Students from 74% to 76%**

Colleges will develop enrollment goals by academic program, working toward the institutional Fall 2009 goals for:

3,100	New Freshmen
620	New Transfer Students
798	New Graduate Students
8,719	Returning Undergraduate Students
1,568	Returning Graduate Students
55	American Language Institute
<b>14,860</b>	<b>Total</b>

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## A. FALL 2009 UNIVERSITY-WIDE EM GOALS

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### 1. Grow Size of the University supported optimally by University Resources.

#### Key Performance Indicators:

- Increase enrollment from 14,638 to 14,860 or 1.5%
- The total number of new students for each year in the plan will be 3,100
- Retention rate has increased by 2%
- Growth has been achieved by maintaining a student to faculty ratio of 17 to 1
- SAT mean improves from 990 to 1,000

## B. FALL 2009 IUP EM TACTICS GOALS UNDERGRADUATE ADMISSIONS

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### 2. Maintain 3,100 New First Time Students. (AVPEM and Admissions Director)

Key Performance Indicator: New student enrollment maintained at 2,770

Key Performance Indicator: SAT mean improves from 990 to 1000

#### Strategies

- Develop a personalized on-line portal for prospective students
  - By Fall 2009 determine if the portal application will be Hobson's or SunGuard
  - By Fall 2009 have regular meetings with key players to implement.
  - Core functions will enable the students to view features for their specific interests on campus (e.g. major)
  - By Spring 2010 develop tools for looking up missing application and financial aid paperwork. The portal will also enable the student to view the location of admission counselor visits in their area and estimate their financial aid.
- In collaboration with Communications and Marketing, continue to improve messaging and branding for IUP
  - Complete the development of a admissions specific Facebook page. Have students monitor the sight for potential questions.
    - `Completed September 2009
  - Meet with key constituencies on campus to discuss the current enrollment trends and challenges within our demographic market
    - `Completed October 2009
- Develop a high achievers piece to focus on students regionally and SAT scores within 1000 to 1150 outside our eight county primary markets.
  - Completed September 2009
- Implement the new Hobson's portal (completed December 1, 2009)
  - Send a mailing to all Fall 2010 names in our search database
  - Invite the students via email communication the opportunity to sign up for a personalized web portal. The portal will display information specific to their interests.
- Purchase NRCCUA search names for Fall of 2011 in November 2009. The goal is to engage the student early in the recruitment cycle.
  - Initially send a search piece followed by a holiday postcard.
    - Completed November 2009
- Increase the number of prospective students to our visitation programs
  - Create new opportunities for on campus visit programs
    - Research yield rates of admissions programs since 2005.
    - Devise revised program/agenda based on data and resources.
    - Consult with Deans and ADeans regarding new agenda.
    - Revise program based on feedback from Deans and ADeans.
    - Present program changes to the Adeans on 12/8/2009.
    - Deans and ADeans will share with Department Chairs.
    - Market widely the Campus Decision Day Programs

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- October 12 (Columbus Day)
- November 11 (Veterans Day)
- November 30 (Monday after Thanksgiving)
- February 15 (President's Day)
- April 2 (Good Friday)
- April 5 (Easter Monday)
- Develop an award packaging strategy that leverages our scholarships and aid
  - Complete by March 2010
    - Create a historical yield analysis for different scholarships and aid programs by Fall 2009.
    - Use SPSS to identify how the mix of aid programs should be adjusted to maximize enrollment objectives for the Fall 2010 enrollment plan.
    - Determine the effectiveness of the aid programs
- Build a predictive model that projects the likelihood of prospective students matriculating. The model will output a probability outcome for each student within the search name buys. Students with a minimum attendance probability will be treated as an inquiry and provided the same level of mail.
  - Complete design phase by May 2010
    - Identify the likely design team
    - Purchase PASW Modeler (complete November 2009)
    - Complete an outline for the Model
- Collaboratively work with key personal at regional campuses
  - Set up ongoing meetings with the Deans at regional campuses to collaborate strategic plans
- Work collaboratively with Colleges to establish goals
  - Completed October 2009
    - Set up meetings to discuss changes in programs and goals for Fall 2010
    - Mail three -year history
    - Ask for Fall 2010 projections
- Develop new reports to historically track all on campus visit programs.
  - Complete by April 2010
- Develop with IT new reports that will connect the EMUR reports with the IR Cabinet reports.
  - Complete by February 2010
- Continue to evaluate the Communication Flow
  - Ongoing
    - Meet regularly with key admission personal on redesign
    - Integrate the new High Achievers Piece
    - Develop new emails to address "No Nursing" students
    - Develop new emails to introduce the Hobson's portal
    - Redesign visit brochure
    - Redesign prospectus and limit mailings to senior inquiries and primary county prospective students
    - With current and new direct marketing target material to important touch points within the admission funnel
      - Spring of Junior Year - Get interested in University (this is the handoff from marketing)
      - Late Spring of Summer in Junior year - Push to visit
      - Fall of Senior year - Push to Apply
      - Spring of Senior Year - Push to Deposit
      - **DONE**

**3. Increase the number of new transfer students from 596 to 620 (AVPEM, Admissions out-of-state recruiters)**

**Key Performance Indicators: 620 new transfer students.**

**Strategies**

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- Continue to foster current matriculation agreement in collaboration with the Provost's Office
    - Develop a feasibility study for possible new articulation agreements
  - Market the on-line course evaluation program to prospective students
    - Complete Spring 2010
      - Use email and a postcard to notify the prospective students of the tool
      - Meet with Associate Academic Deans to discuss the product
      - IT will implement suggestions
  - Create and continue to develop programs specific to transfer students
    - Complete by Spring 2010 improve and enhance the on campus Transfer EXPO
- 4. Improve the quality of the incoming freshman class by increasing the SAT average from 990 to 1000.**  
(AVPEM and Admissions minority recruiters)  
**Key Performance Indicator: SAT mean improved from 985 to 1000**  
**Key Performance Indicator: Increase High School GPA for the incoming class from 3.1 to 3.2**

**Strategies**

- Create and Market New High Achiever piece
    - See(2) above
  - Increase the size of the Admission Funnel
    - See (2) above
  - Leverage institutional and Board of Governor's Scholarships
    - See (6) below
  - Recruit additional out-of-state students.
    - See (5) below
- 5. Increase the geographic diversity of the freshman class from 7% to 8% for Non-Pennsylvania students.**  
(AVPEM and Transfer Services)  
**Key Performance Indicator: Increase the percentage of out of state students from 7% to 8%**

Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
143	114	111	124	132	218	219
2,998	2,741	2,601	2,618	2,664	3,193	3,181
<b>4.77%</b>	<b>4.16%</b>	<b>4.27%</b>	<b>4.74%</b>	<b>4.95%</b>	<b>6.83%</b>	<b>6.88%</b>

**Strategies**

- Introduce a tuition discount in Maryland that all graduating high school students are eligible to receive
    - Complete Spring 2010
      - Make recommendation to the Vice President
- 6. Increase the Ethnic Diversity of the Freshman Class.** (AVPEM and Admission)  
**Key Performance Indicator: Increased the students of color percentage from 17% to 18%**
- Create a competition for the Board of Governor Scholarships
    - November 2009 enhance the Fall Philadelphia Crimson Showcase to leverage the Board of Governor's Scholarship
      - Create a scholarship interview process for the Board of Governor's Scholarship. Require the prospective student to be at the interview to get the award.
      - Use direct marketing to create awareness and excitement.

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- Target the Philadelphia area Guidance Counselors to identify high ability students of color.
- Tie the Philly program in the Fall to a bus trip in Spring 2010 for an Academic EXPO
- Continue to develop a Dual enrollment Program with the Philadelphia School District
  - Complete Spring 2010 for the Fall 2010 High School Class
    - Meet with the Philadelphia School District (PSD) to discuss level of interest and feasibility of program.
    - Determine if other course offerings should be considered
    - Evaluate the program given resource limitations

**7. Increase the Market Share of the in IUP's primary market. (AVPEM, AVPIM, Admissions)**

**Key Performance Indicator: Increase our primary market share from 40% to 41%**

**Chart: All new students**

Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
1,390	1,234	1,140	1,095	981	1,233	1,299
2,998	2,741	2,601	2,618	2,664	3,193	3,181
<b>46.36%</b>	<b>45.02%</b>	<b>43.83%</b>	<b>41.83%</b>	<b>36.82%</b>	<b>38.62%</b>	<b>40.84%</b>
Indiana, Westmoreland, Armstrong, Jefferson, Cambria, Allegheny, Blair, Butler						

**Strategies**

- Purchase search names for the eight county primary market in Fall 2009 for the Fall 2011 entering class
  - Prior to normal search mailings (February) send an initial search piece followed by a holiday card mailing in the Spring.
- Achieve market saturation by purchasing names from multiple search agencies and without regard to major
  - Completed Spring 2010
    - Increase by 10 percent the number of names purchased within the primary market
      - Purchase names from NRCCUA for and expanded ten county primary market
      - Purchase names within our primary market without regard to major
- Increase the number of college and high school visits within our primary market
  - Completed September 2010
    - Using MapPoint identify low yield admission counselor visits
    - Realign visits to high potential markets
- Strategic high end publication and marketing buys
  - Complete February 2010
    - Work with Communications and Marketing to determine potential resource targets
    - Determine required resources
    - Implement plan
 

(Note: we currently are allocating resources to a project that will greatly enhance the description of our academic majors)
- Working with Communication and Marketing to increase the awareness for pre-seniors
  - Completed Summer 2008
    - Develop awareness for the need by presenting at a Communication and Marketing retreat.
- Work with our Pittsburgh office to build relationships and programs with local high schools
  - Complete Spring 2009
    - Use their connections to develop participation at the Spring 2009 Pittsburgh Expo

**8. Increase the International student enrollment** (International Admission Office)

**Key performance Indicator: Increased Enrollment from 4.6% to 6%**

**C. FALL 2009 IUP EM TACTICS PLAN FOR GRADUATE ADMISSIONS**

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**9. Maintain the overall graduate enrollment** (Graduate School)

**Key performance Indicator: Increase Enrollment from 2347 to 2366. The Graduate School is developing an enrollment management plan.**

**D. FALL 2009 IUP EM TACTICS PLAN FOR UNDERGRADUATE RETENTION**

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**10. Increase the Retention Rate of First Year Students** (AVPEM, Dean, Chair)

**Key Performance Indicators: Retention Rate Improved From 73% To 75%**

**Strategies**

- Develop a peer mentoring program
  - By November 2009:
    - Hire 20 undergraduate upperclassmen to serve as peer mentors for new entering first year students for the Fall 2010 semester. Recruit, hire and train student peer mentors who are representative of the special cohort groups of first year students who are to be served (Hispanic, non-traditional, veteran, African-American).
  - By December 15, 2009:
    - Develop a job description for a Graduate Assistantship, and submit the proposal to the SAHE program Assistantship coordinator.
    - Provide a graduate level practicum/internship course syllabus for second year students in the Master's degree program, *Student Affairs in Higher Education*, for assisting with the development of the peer mentor training program and operations manual. The practicum needs to be developed into a learning situation for the student(s) enrolled in the practicum course. (The practicum will take place during the Spring 2010 semester)
    - By end of Spring 2010 semester (April 30, 2010):
    - Conduct interviews and hire Graduate Assistant for Peer Mentor program. GA will start in August 2010.
    - Together with the SAHE practicum students, develop a set of learning outcomes and assessments for the peer mentoring program.
    - Together with the SAHE practicum students, create a training program for the peer mentors which will serve as a model for the first year. Incorporate components of academic credit coursework (all peer mentors will take the IUP course COUN 253 *Counseling in a School Setting*; incorporate the Strengths Quest model into the initial training so that the peer mentors can each recognize their individual strengths and weaknesses, and be taught how to develop their best leadership approach.
    - Refine a method for making referrals to other IUP support services for first-year students.
  - By August 15, 2010:
    - Create a strategy for methodically assigning new first-year students to each peer mentor; work with the Undergraduate Admissions Office to keep the listing of admitted/registered students current.
    - Incorporate the Peer Mentors into the Fall opening orientation program, using them as Orientation Leads in the team-building exercises.
    - Grad Assistant for Peer Mentors and a SAHE practicum student will begin working with the Fall Peer Mentor program

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- By September 2010:
  - Succeed in bringing in first-year students to the Pratt Hall building and exposing these students to the academic services which are contained in the building, encouraging them to use these. Review current literature in the peer mentoring field to determine best practices and to develop network contacts. Create an informational sharing framework.
  - Provide a weekly staff meeting for the peer mentors and thoroughly review the topics which will be presented to the first year students who are being served.
  - Create an evaluation instrument for assessing the effectiveness of the peer mentoring program.
  - Create progress reports which can be reviewed and used for incorporating into retention data.
- By December 2010:
  - Compile evaluations of first semester experiences with Peer Mentor program.
  - Begin a longitudinal study on the impact of the peer mentoring program for first-year students
- Conduct ongoing research into why a student leaves
  - Completed research from on-line exit. Complete Spring 2010
- Improve the quality of the incoming class
  - See (4) above
  - From retention projection model completed in Summer 2009 develop strategies to increase retention.
  - Target aid to students with unmet need > \$6,325
    - Continue to push the early application. Students that complete the admission application early are retained at a much higher rate.
- Develop a comprehensive and strategic enrollment retention program
  - Outline complete Spring 2010 by the Executive Director of Student Success
    - Develop a comprehensive retention strategy in consultation with the AVPEM
    - Determine SWOT analysis in consultation with EMC