Cornerstones for Enrollment Management Success:

*Staying Focused & Building Collaborations*

Janet Ward

Assistant Vice President & Dean for

Enrollment Management

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The Organization

The University

Administrative Structure

The Vision

Engaging the Culture, Changing the World

The Campaign for Seattle Pacific University
Begin with the end in mind ----

Focus: Developing your road map

- Setting Directions & Priorities
- Resources
- Assessment
- Challenges

Collaborations

- When, Where & Why
- Challenges
Focus: Developing Your Road Map

Institutional Vision

The Enrollment Plan

Implementation & Management

Enrollment Assessment Plan
The Focus for the Enrollment Plan

Institutional Vision

Institutional Indicators of Success

Commitment to Vision & Shared Goals

Institutional Resources

Support Goals/Strategies

Annual Assessment of Goals/Strategies -- Redesign
The Enrollment Plan: Vision Centered

Engaging the Culture, Changing the World

Graduating More Students of Competence & Character

- Comprehensive…………………Undergraduate & Graduate
- Goals Articulated………………Five and Ten Years
- Institutional Strategic Indicators
  - Graduation Rates (UG)
  - Admit Rates (UG)
  - Net Revenue (UG & GR)
- Enrollment Strategic Indicators
  - Size
  - Student Quality
  - Mix
  - Outcomes
- Tools / Benchmarks
The Enrollment Plan: Implementation & Management

- Chart where you want to be in 5 years & keep goals present in all documents that are used to develop strategy
- Good ideas are not necessarily strategic
  - What’s the risk if no action is taken
  - What’s the cost – benefit (initial and cumulative)
  - Consider “re-design” – shift resources from one area to another
- Develop enrollment management timeline
  - Clarify windows for recommending change & decision points
- Choose battles
The Enrollment Plan: Implementation & Management

**Summer** – Bring in fall enrollment; recruiting for F03 continues; initial strategy discussions for 2003-04

**Fall – Assessment.** Planning for 2003-04 for enrollment plan; preliminary budget planning; F03 recruiting continues.

**Spring – Monitor enrollment plan; potential enrollment &/or budget adjustments**

**Winter – 2003-04 Budget Approved.** Implementation of Enrollment Plan; quarterly enrollment assessment (new, continuing, financial aid, net revenue)
## Tools: Enrollment Model
### Growth & Capacity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>UNDERGRADUATES:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matriculated Students</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Traditional Programs/Residential</td>
<td></td>
<td></td>
<td></td>
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<td>F-T Freshmen</td>
<td>647</td>
<td>668</td>
<td>668</td>
<td>678</td>
<td>698</td>
<td>710</td>
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<td>New Transfers</td>
<td>243</td>
<td>240</td>
<td>240</td>
<td>240</td>
<td>240</td>
<td>240</td>
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<tr>
<td>Continuing Students</td>
<td>1813</td>
<td>1831</td>
<td>1863</td>
<td>1897</td>
<td>1959</td>
<td>2050</td>
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<tr>
<td>Total TRAD</td>
<td>2703</td>
<td>2739</td>
<td>2771</td>
<td>2815</td>
<td>2897</td>
<td>3000</td>
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<tr>
<td><strong>TRAD UG Student Housing:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housing Demand</td>
<td>1685</td>
<td>1761</td>
<td>1778</td>
<td>1806</td>
<td>1859</td>
<td>1920</td>
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<tr>
<td>Planned Vacancies</td>
<td>27</td>
<td>34</td>
<td>34</td>
<td>37</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>% vacancy</td>
<td>1.6%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>2.0%</td>
<td>2.0%</td>
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<tr>
<td>Temporary Occupancy</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Shortfall</td>
<td></td>
<td>82</td>
<td>99</td>
<td>0</td>
<td>-65</td>
<td>-4</td>
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<tr>
<td>Housing Capacity</td>
<td>1713</td>
<td>1713</td>
<td>1713</td>
<td>1843</td>
<td>1963</td>
<td>1963</td>
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<tr>
<td>New Beds Added</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>156</td>
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<tr>
<td>Temporary Beds Eliminated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-26</td>
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<tr>
<td>Net Gain/Loss</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>130</td>
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## Tools: Tracking Strategic Enrollment Indicators

### Benchmarks: Inputs

<table>
<thead>
<tr>
<th>BY 2002-03 UNDERGRADUATES</th>
<th>GOALS</th>
<th>1995 Pre Strategies</th>
<th>2001 Actual</th>
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<tbody>
<tr>
<td>Traditional UG</td>
<td>800-820</td>
<td>667</td>
<td>890</td>
</tr>
<tr>
<td>HS</td>
<td>620 cap</td>
<td>403</td>
<td>647</td>
</tr>
<tr>
<td>TR</td>
<td>Depends on HS</td>
<td>264</td>
<td>243</td>
</tr>
<tr>
<td>Admit Rate</td>
<td>TBD for F 2002</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td></td>
<td>96.9%</td>
<td>94.3%</td>
</tr>
<tr>
<td>TR</td>
<td></td>
<td>94.8%</td>
<td>90.0%</td>
</tr>
<tr>
<td>% Outside WA (US Citizens)</td>
<td>45%</td>
<td>21.9%</td>
<td>40.4%</td>
</tr>
<tr>
<td>Gender - % Male</td>
<td>40%</td>
<td>35.5%</td>
<td>32.6%</td>
</tr>
<tr>
<td>Academic Ability (exclude ACCESS)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avg. FR - PGPA</td>
<td>2.75</td>
<td>3.03</td>
<td>3.19</td>
</tr>
<tr>
<td>Avg. TR - GPAT</td>
<td>2.75</td>
<td>3.04</td>
<td>3.18</td>
</tr>
<tr>
<td>OUTCOME: First Quarter SPU GPA -- Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS Student</td>
<td>F96 = 2.9</td>
<td></td>
<td>3.25</td>
</tr>
<tr>
<td>TR Student</td>
<td>F96 = 3.01</td>
<td></td>
<td>3.00</td>
</tr>
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</table>
## Tools: Tracking Strategic Enrollment Indicators

### Benchmarks: Outcomes

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Matric—Traditional UG Continuing</td>
<td>2700 by 2002 3000 by 2007</td>
<td>2326</td>
<td>2531</td>
<td>2603</td>
<td>2703</td>
</tr>
<tr>
<td>Gender - % Male</td>
<td>40%</td>
<td>36.0%</td>
<td>34.0%</td>
<td>34.2%</td>
<td>34.8%</td>
</tr>
</tbody>
</table>

### OUTCOMES

<table>
<thead>
<tr>
<th>New Student Cohort</th>
<th>Goal by Entering Cohort</th>
<th>1995 Pre Strategies</th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistence: FR to SO Year (First Year)</td>
<td>85%</td>
<td>76%</td>
<td>80%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>New High School Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New TR or Degree Path II Students</td>
<td>78%</td>
<td>73%</td>
<td>79%</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>Second Year Attrition Rates: SO to JR Year</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New High School Students</td>
<td>of First Year</td>
<td>9.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New TR or Degree Path II Students</td>
<td>Attrition Rate</td>
<td>8.5%</td>
<td>15%</td>
<td>11.0%</td>
<td></td>
</tr>
<tr>
<td>Graduation Rates—First Time Full Time Freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year</td>
<td>Cohort Entered SPU</td>
<td>F93</td>
<td>F95</td>
<td>F96</td>
<td>F97</td>
</tr>
<tr>
<td>Five-Year</td>
<td>40%</td>
<td>30%</td>
<td>35%</td>
<td>37%</td>
<td>36%</td>
</tr>
<tr>
<td>Six-Year</td>
<td>55%</td>
<td>50%</td>
<td>54%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>FA-Loan Default Rate</td>
<td>60%</td>
<td>55%</td>
<td>57%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td>3.00%</td>
<td>3.20%</td>
</tr>
</tbody>
</table>
The Enrollment Plan: Executive Summary

- Enrollment Drivers
- Situational Analysis: Threats/Challenges/Opportunities
  - Internal & External
- Planning Assumptions
- Key Strategies
Enrollment Strategies:
Outcomes Annually Assessed & Revised

Undergraduate Enrollment
- Recruitment & Admissions
- Price
- Financial Aid
- Student Success Strategies
- Service

Graduate Enrollment
- Marketing
- Price
- Service

Challenge: Annually Compete for Limited Resources
FTE / Operational Dollars / Space
SPU’s Enrollment Model -- Growth
Competing Demands for Limited Resources

**Education Plan**
- Faculty to Support Growth
- Faculty Development
- Ethnic Diversity
- Graduate Programs
- Learning Resources
- Staff to Support Growth

**Enrollment Plan**
- Growth from Increased Retention & New Students
- SPU Financial Aid - Endowment
- Positioning & Marketing
- Selectivity
- Student Mix Goals
- Staff to Support Growth

**Facilities Plan**
- Classrooms
- Residential Facilities
- Parking
- Study Spaces

- Office Space – Faculty/Staff & Student Services
- IT and other Infrastructures
- Dining Services
- New Construction/Buildings

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“Closing the Planning Loop”
# The Enrollment Plan: Assessment of Goals / Strategies

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
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<tbody>
<tr>
<td>Undergraduate</td>
<td>Managed Growth</td>
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### Assessment Process

<table>
<thead>
<tr>
<th>Frequency</th>
<th>What is assessed</th>
<th>Methodology/Tool</th>
<th>Results</th>
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<tbody>
<tr>
<td>Annually</td>
<td>A. Fall quarter headcount</td>
<td>A. 10th day official statistics</td>
<td>A. Headcount achieved</td>
</tr>
<tr>
<td></td>
<td>B. Capacity issues</td>
<td>B. Review Enrollment Model and Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. University Planning Group reviews data after Fall Quarter Tenth Day</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(includes university relations, university services, academics, student life &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>residence life)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Situational Analysis - persistence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. Capacities issues emerge to influence enrollment plan, strategies and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>institutional resources</td>
<td></td>
</tr>
</tbody>
</table>

### Adjustment to Goals/Strategies

- Fall 2001 — See Enrollment Plan Adjustments for 2002;
- UG Executive Summary; 10-Year Enrollment Model
Effective Collaborations Require:

- President’s Leadership
- Shared Vision & Goals – Clarity
  - Annual
  - Years 2 to 5: Budget Planning
  - Years 6 to 10
- Key Leaders --Buy-in & Commitment
- Structure, Responsibility & Authority
- The Individual

Collaborations are not always the answer.
Collaboration – When & Why

- Team = unique expertise
- Holistic / Systemic Approach – open to possibilities
- Shared Goal – everyone “wins”
- Willing to commit energy via creativity & actions

**Challenges:**
- Nay-Sayers or Non-Adapters
- Critic -- not a team player (or turf “king/queen”)
- Crisis mode vs. proactive planning
Collaborations: Positioning & Branding
Marketing SPU’s Academic Programs

→ Academic program brochure series continues
SPU Graduate School

- Vision Language
- Build SPU Brand & Name Recognition
- Print, Web, other Media

COMPETENCE AND CHARACTER

You’ll develop both in The Graduate School at Seattle Pacific University.

SPU’s Graduate School not only instills the competence that comes from advanced levels of theory, research and practice — but also offers a distinctive Christian focus on ethics and character.

MASTERS DEGREES
- Curriculum and Instruction/M.Ed.
- Educational Leadership/M.Ed.
- School Counseling/M.Ed.
- Teaching — Secondary/M.A.
- Physical Education/M.S.
- TESOL/M.A.
- Nursing/M.S.N.
- Marriage and Family Therapy/M.S.
- Business Administration/M.B.A.
- Info. Systems Management/M.S.

POST-MASTERS DEGREE
- Education Specialist: School Psychology

DOCTORAL DEGREES
- Education/Ed.D.
- Clinical Psychology/Ph.D.

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Positioning in Seattle: Business Community Breakfast

Academic School & Advancement & University Relations

Featuring President Eaton and William Bennett

- TVW Rebroadcast
- Video Cassette
- Audio Cassette
- Transcript
Collaborations:
The Enrollment Plan

Undergraduate Enrollment

- UR Enrollment Leaders - Marketing, Admissions, Institutional Research, Financial Aid, Registrar/Academic Services
- All-University Team - Academics, Student Life, UR, Facilities, Housing
- Net Revenue - Enrollment, Financial Aid, Finance
- Student Success Strategies - Academics, Student Life, UR
- Course Management Analysis - Academics, UR

Graduate Enrollment

- Individual Dean & UR Leaders
- Dean’s Cabinet, UR and Finance Leaders
Collaborations: Graduate Forecasting Model

<table>
<thead>
<tr>
<th>Program</th>
<th>2001-02 Actual</th>
<th>Actual</th>
<th>Actual</th>
<th>Projected</th>
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<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
<td>Winter</td>
<td>Spring</td>
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<tr>
<td>Arts &amp; Sciences</td>
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<tr>
<td>CREDITS Capacity</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>$299,147</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>TESOL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td>36</td>
<td>150</td>
<td>147</td>
<td>86</td>
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<tr>
<td>$PerCr</td>
<td>$313</td>
<td>$313</td>
<td>$313</td>
<td>$313</td>
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<tr>
<td>Revenue</td>
<td>$11,268</td>
<td>$46,950</td>
<td>$46,011</td>
<td>$26,918</td>
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<td>Total Headcount</td>
<td>12</td>
<td>23</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>New Students</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Continuing Students</td>
<td>12</td>
<td>17</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Avg. Cr per HC</td>
<td>3.0000</td>
<td>6.52174</td>
<td>5.88000</td>
<td>5.00000</td>
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<td>Prior Q. Cont. Std. Flow</td>
<td>0.70588</td>
<td>1.41667</td>
<td>0.91304</td>
<td>0.73684</td>
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Annually & Quarterly Reviewed
Roadblocks to Staying Focused

- Change in leadership or priorities
- Problems change, requiring new strategies
- Too many competing strategies without coordination
- Insufficient resources or not directed at institutional priorities (five-year plan)
- Right hand doesn’t know what the left is doing (or trust it)
- Lack of benchmark data or assessment plan — “close the loop”
Staying Focused & Building Collaborations: Leadership Traits

- Holistic – see inter-relationships
- Relationship builder; able to change approach
- Uses teachable moments to advance team/individual knowledge
- Facilitator – listens to diverse views yet synthesize so everyone gets on the same page
- Energy committed to institutional goals vs. personal advancement
- Communicator – all directions; transparent
- Track record – trust; accomplishments; celebrate victories; credit for success given away
Cornerstones for Enrollment Management Success:

*Staying Focused & Building Collaborations*

Focus on what’s important -- *Vision Centered*

Build strong working relationships with key leaders

Focus on strategic indicators (institutional & enrollment)

Annually assess and update plans

Communicate successes to the community -- *Share the Story*

*Personal commitment – remain energized & open to change*