Enrollment Management and an Inquiring Mind ...
Focus of this session

Research -- creating an atmosphere that encourages curiosity – for yourself & others

With an inquiring mind, enrollment-related challenges may be viewed through a new prism
Developing an inquiring mind

Think outside the box

Brain Rules
Dr. John Medina
Brain Rules
Developing an inquiring mind

Exercise boosts brain power
- Concentration
- Impulse control
- Foresight
- Problem solving
We don’t pay attention to boring things.

Permission to temporarily check out from the communication network to focus
Sleep well, think well

Dreaded 3pm meeting
Brain Rules

Everyone’s brain wired differently

- Let people work at their optimal time - more productive & happier
Stress: Brain not designed to learn under long term stress

Stunts creativity, productivity & health suffers
Exploration: We are powerful and natural explorers

Be curious – have a spirit of adventure
Applying the Brain Rules

Building an atmosphere for inquiry
Build organization that works together to solve institutional challenges ...

1. Understand the challenge -- purpose
2. Appreciate unique perspective & contribution
3. Able to function as a team
4. Understand “common ground”
Developing an inquiring mind ... 
Discovering enrollment patterns
Look beyond boundaries
Discovering enrollment patterns
A process for inquiry
Identify the question & explore:
Why is our graduation rate lower than our peers?

- Who are our peers & what are their rates?
  - Is the incoming student profiles different than ours?
  - Is academic program & learning experience similar?
  - Consider commuter, residential or mixed experience

- When do significant numbers of our students drop out (never return)? How many stop out, yet return?

- Is there a difference between leavers & those who stay?
  - Entrance indicators?
  - Based on experiences here?

- Where did they choose to attend?

... Etc (create a list of related questions)
Various segments of student population

Institutional experiences
Look for the connections:

- **Various segments of students**
  - Gender, ethnicity, first generation
  - Enter as true freshmen vs. those with advance standing
  - Traditional college student vs. adult learner
  - Specific programs
  - Need levels

- **Institutional experiences**
  - Commuters vs. residential students
  - Timely admission to major vs. undecided
  - Level of satisfaction with experiences
  - Tied to specific course or course patterns
One way to view the question
Explore connections across boundaries
Graduation – completion rates

An alternative way to consider the question
Other issues to consider

- What data required for the research?
- Is it available, accurate & complete?
  If not available now, can benchmark data be built over time?
- Who can fine-tune the inquiry?
  What would enrollment, academic or finance leaders want to know?
- Value to institution?
  How could the results be utilized to improve programs & services?
Discovering enrollment patterns
Move from inquiry to exploration

PROCESS OF INQUIRY

EXPLORATION BEGINS

Gather data
Analyze info from varying points of view
Document & present results
For future tracking, set KPI & benchmarks
Going beyond benchmark data

Understanding institutional mission & goals establishes the road map & points towards areas of inquiry

- Develop your curiosity & explore areas valued by your institution
- Consider the “Brain Rules”
- Develop a process for inquiry – then gather the data
- Make connections across institutional boundaries
Enrollment Management and an Inquiring Mind ...

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