Enrollment Management for Student Success

Janet Ward
September 1997
Strategic Enrollment Management is a **comprehensive process** to help an institution to maintain the optimum **recruitment, retention and graduation** rates of students, where “optimum” is defined within the academic context of the institution.

Michael G. Dolence, AACRAO 1993
<table>
<thead>
<tr>
<th>Goals of Enrollment Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stabilize Enrollment</td>
<td>Stabilize Finances: Revenue Streams</td>
</tr>
<tr>
<td>Optimize Resources</td>
<td>Link Academic Programs &amp; EM</td>
</tr>
<tr>
<td>Improve Services &amp; Quality</td>
<td>Improve Access to Information</td>
</tr>
<tr>
<td>Reduce Vulnerability to</td>
<td>Evaluate Strategies and Tactics</td>
</tr>
<tr>
<td>Environmental Forces</td>
<td></td>
</tr>
</tbody>
</table>
Enrollment Management as Process: Strategic Plan

- Student Centered
- Service-Oriented
- Reflect Quality
- Address Student Satisfaction for “Valued” Services/Experiences
- Address Access & Equity
- Institution-wide & Consistent with Institutional Mission/Strategic Plan
Critical Success Factors

- Based on research and evaluation: “AN ART”
- Match the student with the institution
- Willingness to Pay Costs
- Leadership’s Commitment
Enrollment Management for Student Success

- Create the VISION
- Create the PROCESS & TEAM
- Create the TOOLS & ASSESSMENTS
Student Progression Model

SPU’s Learning Community

Phase I
- Selection & Admission

Phase II
- Entrance & Connection

Phase III
- Educational Experiences
  - Curricular & Co-Curricular

Phase IV
- Alumni Participation
  - Graduation

&
STUDENT PROGRESSION: COMPONENTS

- Informed Major & Decisions
- Research: Outcomes Assessment
- Quality Student Support Services
- Exceptional Learning Experience & Quality Faculty Advising
- Academic Programs & Policies
- Marketing & Communication: Admissions & Financial Strategy
- Research: Selection through Entrance
- Information Systems
TOOLS & ASSESSMENTS

✿ Surveys:
  ✿ Selection: Admit Survey
  ✿ Entrance: Premiere & Quest Survey
  ✿ First Year Experience: Focus Groups
  ✿ Continuing Student Survey
  ✿ Senior Survey
  ✿ Degree Recipient Survey (18 months after graduation)

✿ Empirical Data:
  ✿ Quarterly & Annually

✿ Telemarketing:
  ✿ Entrance & Quarterly
**KPI’s Related to Persistence to Graduation:**

<table>
<thead>
<tr>
<th>During Selection and Entrance:</th>
<th>Connection Through Graduation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ GPA, SAT, Running Start, Institutional Fit</td>
<td>➤ Quarterly GPA</td>
</tr>
<tr>
<td>➤ Competency Exams</td>
<td>➤ Academic Probation/Dismissal</td>
</tr>
<tr>
<td>➤ Financial Aid/Affordability</td>
<td>➤ Connection with Faculty Advisor</td>
</tr>
<tr>
<td></td>
<td>➤ Timely Declaration of Major</td>
</tr>
<tr>
<td></td>
<td>➤ Active Involvement</td>
</tr>
<tr>
<td></td>
<td>➤ Financial Aid</td>
</tr>
</tbody>
</table>
“Old World” -- Silos of Knowledge
Transformation of Higher Education

Competencies Gained Across Traditional Boundaries (overlap)

EM  Enrollment Mngt
IT  Information Tech
SS  Student Services
IM  Instructional Mngt
Student Academic Services:

**Ruth Adams, University Registrar**
- Undergraduate Academic Counselors--Faculty Advisor Support, Academic Standing/Probation, Progress Towards Degree
- Registration & Student Records
- UG & GR Catalog / Time Schedule / Master Calendar
- Academic Policy Interpretation

University Marketing & Admissions

**Ken Cornell, Director**
- Marketing & Communication
- Intentional Recruiting & Follow-up
- Visits / Events
- Selection & Admission: Moderate Selectivity (UG)

Student Financial Services

**Vickie Rekow, Director**
- Financial Aid Counselors--Awards, Scholarships, Loans
- Student Accounts--Payment Plans, Refunds, Collections, 3rd Party Billing
- Student Employment
What are we learning about student persistence?
Research States Students Who Succeed

- Understand their strengths & weaknesses
- Are willing to communicate
- Are committed to goals
- Remain focused
- Feel urgency to complete degree & are motivated.
What Does Research State About Student Persistence?

Three Keys

- Individual Experience *AFTER ENTRY* are more important to persistence that what has gone before.
- Connection to college life. . .academic and social
- Strength of goal. . .motivated to complete
National Research: Reasons Students Choose to Leave

- Unable to adjust: lack of coping skills/academic and social
- Uncertain goals: lack of clarity; goals change
- Competing commitments: internal and external
- Incongruent: mismatch between individual and social/intellectual life of institution
- Finances: unable to bear full cost; cost outweighs perceived values of educational experience
- Isolation/Lack of Integration: absence of significant intellectual/social contact
National Research: What Do Students Say they “Feel” During the First Year?

- anxious, uncertain, insecure
- under-prepared
- overwhelmed
- confused, lost
- easily distracted
What Do SPU New Students Think ….. from Fall 1996 Focus Group

- Students feel under-prepared for academic rigor
- Unaware of available learning support services … writing lab, study skills
- Need assistance with time management … feel over-extended with activities which challenges their ability to succeed academically.

Focus Group: 4% of admitted undergraduates
What Do We Know About SPU Students?

FALL 1996
- 2381 students admitted
- 50% commute
- 17.5% are adult learners
- 622 work on campus
- 190 work off campus in work study jobs
Connection Increases Persistence

SPU’s Average Persistence from FR to SO Year is 75-76% for New Freshman

- Student Athletes 87% (returned fall 1995)
- Work On Campus 83% (returned fall 1996)
- CORE Participants 80% (returned fall 1996)
- Work Off Campus 80% (returned fall 1996)
- Students with CORE Faculty Advisors had higher persistence rates than non-CORE advisors.

President’s Goal: 85%
SPU’s Response To 1st Year

- Residence life programs
- Leadership program (180 participate)
- Encouraged to work on campus
- Freshman see faculty advisors
- CORE program
- UAS Counselors
Goal of the First Year Experience

HELP STUDENTS BECOME EFFECTIVE LEARNERS.
Student Development

Student’s Role
Theory on Development
Role of Students’ Active Involvement

The impact of college is largely determined by the individual’s **Quality of Effort** and **Level of Involvement** in both Academic and Non-Academic Activities
Research: Focal Points for Retention Improvement

- Connection with the Campus... to faculty (academic home), staff, students
- Transition to College Life ... academic & social
- Committed to Work Toward Goals
- Committed to Succeeding in the Classroom
- Respected Members of the Community
Keys to Success in College

#1.....Class Attendance (Alexander Astin)

Support ... equal to the challenge

feel connected, sense of belonging and community

opportunity for reflection

feel encouraged and affirmed

Power ... ability to work the system

ability to influence outcomes

feel respected and listened to

ability to get clear answers/results

Involvement ... meaningful, out-of-classroom
Pricing Strategy:
How families pay for education
Median Family Income
Expected Funding Sources for College Expenses

- Parent’s Savings 51%
- Grants/Scholarships 47%
- Student Loans 42%
- Parent’s Current Income 33%
- Child’s Savings 30%
- Parent Loans 20%
Actual Funding Sources

- Little to No Savings
- Limited Current Income
- Counting on Financial Aid
  - Student and Parent Loans
  - Colleges Grants/Scholarships:
    Discounting the Price
Median Family Incomes

Families who are more affluent are choosing public university:

- **SPU**: $64,297 (FA applicants who enrolled. 1998)
- **UW**: $58,661 (FA applicants. 1997)
- State of WA: $41,040 (1997 U.S. Census)
- U.S.: $37,005 (1997 U.S. Census)
Pricing & Moderate Selectivity Strategies:
Perceived Value
Improved Student Quality