Enrollment Management: The Art of Improving Student Persistence

PACRAO 1999
Session C.2
Ruth Adams & Janet Ward
Seattle Pacific University
Institutional Strategic Plan

- Endowment
- Facilities
- Vision
- Enrollment
- Educational Programs
It is an “Art”

- Critical Success Factors
- Based on research and evaluation
- Match the student with the institution
- Willingness to Pay Costs
- Leadership’s Commitment
# Goals of Enrollment Management

<table>
<thead>
<tr>
<th>Stabilize Enrollment</th>
<th>Stabilize Finances: Revenue Streams</th>
</tr>
</thead>
<tbody>
<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 Environmental Forces</td>
<td>Evaluate Strategies and Tactics</td>
</tr>
</tbody>
</table>
What is Enrollment Management

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
Components That Impact EM

- Informed Major & Career Decisions = Satisfied Alumni
- 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

Learning Community
EM to Achieve the Goals
SPU’s Vision

Graduate more students of competence & character who will change the world

One of the premiere Christian Universities
Collaborative All-University Process

Business & Planning

Enrollment Management

Student Life

Academics
Creating Collaborations

Enrollment Planning team
- Deans of EM and Student Life, Directors of Admission, Financial Services, Institutional Research, Residence Life, University Services and Academic Services

Student Success Strategies team
- Dean of EM, Directors of Career Development, Faculty Advising, Financial Services, Residence Life and Academic Services
EM to Achieve the Goals

Create the PROCESS & TEAM

VISION
Resources for Persistence

- **Academic**
  - Faculty advisors
  - Academic counselors

- **Financial**
  - Financial counselors
  - Student employment

- **Student Life**
  - Career counselors
  - Educational Services
EM: Service Components

- Student Centered
- Service-Oriented
- Reflect Quality
- Address Student Satisfaction for “Valued” Services/Experiences
- Address Access & Equity
- Institution-wide & Consistent with Institutional Mission/Strategic Plan
EM to Achieve the Goals

Create the TOOLS & ASSESSMENTS

PROCESS & TEAM

VISION
Enrollment Plan

Marketing & Communication
- Environmental factors
- Demographics
- Market Niche
- Aspirations / Vision

Enrollment / Net Revenue
- Inputs
- Outcomes
- Capacity Issues
- Price and Financial Aid Strategy
- Student Success Strategies

Continuous Evaluation & Adjustments
- Identify Challenges & Implement Strategies
# National Definitions & Averages

<table>
<thead>
<tr>
<th>Type</th>
<th>Majority HS Rank</th>
<th>SAT Score</th>
<th>FR-SO Persistence</th>
<th>5-YR Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Selective</td>
<td>Top 10%</td>
<td>1220-1380</td>
<td>92%</td>
<td>80%</td>
</tr>
<tr>
<td>Selective</td>
<td>Top 25%</td>
<td>1030-1220</td>
<td>82%</td>
<td>64%</td>
</tr>
<tr>
<td>Traditional</td>
<td>Top 50%</td>
<td>950-1070</td>
<td>73%</td>
<td>53%</td>
</tr>
<tr>
<td>Liberal</td>
<td>Lower 50%</td>
<td>870-990</td>
<td>65%</td>
<td>42%</td>
</tr>
<tr>
<td>Open</td>
<td>All</td>
<td>830-950</td>
<td>63%</td>
<td>41%</td>
</tr>
</tbody>
</table>
Tools & Assessments

Surveys:
- Selection: Admit and Cancel Survey
- Entrance:
- First Year Experience: Focus Groups
- Continuing Student Survey
- Degree Recipient Survey (18 months after graduation)

Empirical Data: Quarterly & Annually
- Situational Analysis
- Enrollment / Net Revenue Goals -- Forecasting & Modeling

Telemarketing:
- Entrance & Quarterly
What does our information tell us?

- Admit Survey
- Cancel Survey
- Premiere Survey
  - Our students are technologically ready
  - Used with USEM advising
- Stop out calls
SPU EM Strategies

- Price & Financial Aid Leveraging
- Common Curriculum
- New Student Profile - Moderate Selectivity
- Intervention Strategies
Pricing Strategy:

QUESTIONS:

◆ How do families with Median Family Incomes expect to pay for education?

◆ What’s the impact of Price and Gift Aid on Outcomes (persistence)?
Funding Sources for College Expenses

<table>
<thead>
<tr>
<th>EXPECTED</th>
<th>ACTUAL SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent’s Savings 51%</td>
<td>Little to No Savings</td>
</tr>
<tr>
<td>Grants/Scholarships 47%</td>
<td>Limited Current Income</td>
</tr>
<tr>
<td>Student Loans 42%</td>
<td>Counting on Financial Aid</td>
</tr>
<tr>
<td>Parent’s Income 33%</td>
<td>• Student and Parent Loans</td>
</tr>
<tr>
<td>Child’s Savings 30%</td>
<td>• Colleges</td>
</tr>
<tr>
<td>Parent Loans 20%</td>
<td>• Grants/Scholarships =</td>
</tr>
<tr>
<td></td>
<td>Discounting the Price</td>
</tr>
</tbody>
</table>
### SPU: First-time Freshmen -- Comparison between Tuition, Gift Aid, Average Cost and Persistence

<table>
<thead>
<tr>
<th>Fall Quarter</th>
<th>‘95</th>
<th>‘98</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Tuition Increase from previous year</td>
<td>6.39%</td>
<td>2.91%</td>
</tr>
<tr>
<td>Avg. Total Gift Aid</td>
<td>$5035</td>
<td>$6047</td>
</tr>
<tr>
<td>Avg. Cost</td>
<td>$8444</td>
<td>$8494</td>
</tr>
<tr>
<td>% Increase from previous yr.</td>
<td>6.44%</td>
<td>1.25%</td>
</tr>
<tr>
<td>Persistence to second year</td>
<td>76%</td>
<td>80%</td>
</tr>
</tbody>
</table>
Comparison: Enrolled & Cancelled

Willingness to Pay /Price Discount – by student profile

♦ No Need Students / Full Pay

♦ Merit Scholarships

Reasons for College Choice/ No-Need Cancels (Able to Pay Pool)

♦ Financial Aid – not good enough

♦ Location

♦ Price

Financial Aid Leveraging

♦ Achieve Net Revenue even if miss headcount/credit count goals
Academic Program

Common Curriculum
Year 1 Cohort Experience
Year 2-4 Developmental & Cumulative

Learning Environment
PATH I
BACCALAUREATE DEGREE

Liberal Arts Education

Common Curriculum
Exploratory Curriculum
Major Requirements
University Requirements

Begins with Entering FR class 1998
Conditions for Educational Quality

- High expectations
- Clearly defined outcomes, frequent assessment, prompt feedback
- Challenge aimed just above their current levels of cognitive development
- Supportive environment
- Sustained, diverse & appropriate active involvement in learning
Potential for Human Development

The higher the quality of instruction, the less relevant to achievement are the entering student’s abilities.

Baird, 1985

Learning should focus on

GROWING EFFECTIVE LIFE-LONG LEARNERS.
New Student Profile
Quality and Mix
### SPU’s New Student Profile:
Pre (’95) and Post (’98) Implementation of SPU’s Move to Moderate Selectivity

<table>
<thead>
<tr>
<th>New HS and Transfer</th>
<th>’95</th>
<th>’98</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender - % Female</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>64%</td>
<td>65%</td>
<td>TR shows greatest change</td>
</tr>
<tr>
<td>Transfer</td>
<td>65%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td><strong>Average SAT –Total</strong></td>
<td>1110</td>
<td>1145</td>
<td>+35</td>
</tr>
<tr>
<td>Math</td>
<td>552</td>
<td>569</td>
<td>+ 17</td>
</tr>
<tr>
<td>Verbal</td>
<td>558</td>
<td>576</td>
<td>+ 18</td>
</tr>
<tr>
<td>% above 1000</td>
<td>73%</td>
<td>95%</td>
<td>+ 22%</td>
</tr>
<tr>
<td><strong>Entering GPA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>3.52</td>
<td>3.57</td>
<td>TR shows greatest change</td>
</tr>
<tr>
<td>Transfer</td>
<td>3.04</td>
<td>3.22</td>
<td></td>
</tr>
</tbody>
</table>
SPU’s New Student Profile:
Pre (’95) and Post (’98) Implementation of SPU’s Move to Moderate Selectivity

<table>
<thead>
<tr>
<th>All New Students</th>
<th>’95</th>
<th>’98</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ethnicity (HS and TR)</strong></td>
<td>65</td>
<td>95</td>
<td>+ 30</td>
</tr>
<tr>
<td>Average SAT —All HS Avg</td>
<td>1110</td>
<td>1145</td>
<td>+ 35</td>
</tr>
<tr>
<td>Ethnic Minority Avg</td>
<td>1020</td>
<td>1095</td>
<td>+ 75</td>
</tr>
<tr>
<td>% Avg. above 1000 —All</td>
<td>73%</td>
<td>95%</td>
<td>+ 22%</td>
</tr>
<tr>
<td>Ethnic Minority Avg</td>
<td>69%</td>
<td>82%</td>
<td>+ 13%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Entering GPA</th>
<th>’95</th>
<th>’98</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>All High School</td>
<td>3.52</td>
<td>3.57</td>
<td>Stronger academic ability SPU at entrance.</td>
</tr>
<tr>
<td>Ethnic Minority HS</td>
<td>3.19</td>
<td>3.43</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>3.04</td>
<td>3.22</td>
<td></td>
</tr>
<tr>
<td>Ethnic Minority TR</td>
<td>2.92</td>
<td>3.21</td>
<td></td>
</tr>
</tbody>
</table>
Intervention Strategies

Why Students Leave
Academic April
Faculty + Staff
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 Students Need to Learn ... Or, End Up Lost:

Learn the campus norms
Build connections academically and socially ... put down roots and find niche
Learn to transfer successful behavior from past settings to college life
Coping skills .... peer pressures, time management, manage anxiety, learn to ask for help
Learn connections between course requirements & careers.
Role of Students’ Active Involvement

The impact of college is largely determined by the individual’s

*Quality of Effort*

*Level of Involvement*

in both Academic and Non-Academic Activities
SPU Student Progressions Research: Key Decision Points for Students Who Contemplate Leaving

**Student Decision Points for Continuing Students...annually**
- Reapply for Financial Aid
- Time to Choose Major (Career Decisions)
- Quarterly Registration & Faculty Advisor Relationship
- Junior/Senior Cynicism

**Student Decision Points...first 6 weeks:**
- Roommate Relationship
- Connection to community
- Academic challenge...mid-terms
- Winter Qtr Registration & Faculty Advisor Relationship

W 96 Student Focus Group
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
Are Students Applying for a Major in a Timely Manner?

<table>
<thead>
<tr>
<th>Intended or Undecided</th>
<th>1999</th>
<th>1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juniors</td>
<td>42%</td>
<td>53%</td>
</tr>
<tr>
<td>Seniors</td>
<td>11%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Significant challenge for the University to overcome

Updated: October 99:
Annual comparison Dec 1.
The Art of Enrollment Management

Academic Programs & Policies
Marketing & Communication: Admissions & Financial Strategy
Research: Selection through Entrance
Information Systems
Exceptional Learning Experience & Quality Faculty Advising
Quality Student Support Services
Research: Outcomes Assessment
Informed Major & Career Decisions = Satisfied Alumni
Student Choices

Informed Major & Career Decisions = Satisfied Alumni
Research: Outcomes Assessment
Quality Student Support Services
Exceptional Learning Experience & Quality Faculty Advising

Informed Major & Career Decisions = Satisfied Alumni
Research: Outcomes Assessment
Quality Student Support Services
Exceptional Learning Experience & Quality Faculty Advising

The Art of Enrollment Management

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