



***Enrollment Management:
Strategies, Tips, and Techniques***

Ken Meehan

*Director of Institutional Research
Fullerton College*

Jim Fillpot

*Director of Institutional Research
Chaffey College*



Enrollment Management

***“In God We Trust.
All Others Must Use Data”
Edwards Deming***



Enrollment Management

“The bottom line is to find, enroll, and retain sufficient numbers and kinds of students who are desired by the institution (Penn, 1999)”



Enrollment Management

Enrollment Management is a relatively new term that has evolved through several developmental stages. Only within the last decade has the concept found its niche in the academic community and become a key player on the senior administration team. Enrollment management’s roots are deeply embedded in admissions, but its present and future role is as a campus-wide, and research-oriented operation whose primary task it is to locate, attract and retain the students the institution wishes to serve.

University of Maine



Enrollment Management

Enrollment management is fundamentally linked to educational programs and services and is guided by the overall institutional strategic plan.

University of Maine



Enrollment Management

Enrollment management is ... an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments. Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student success.

Hossler and Bean, 1990



Enrollment Management

Strategic enrollment management is a comprehensive process designed to achieve and maintain the optimum recruitment, retention, and graduation rates of students where “optimum” is defined within the academic context of the institution.

Dolence, 1995



Enrollment Management

- Student Flow
- Establishing FTES Targets
- Apportionment Reporting
- Projecting and Monitoring FTES
- Curriculum Management
- Scheduling
- Maximizing Facilities
- Enrollment Manager/Enrollment Management Teams



Student Flow Approach – Research on Specific Groups

- The Unknowns - never contacted the college
- Prospects – contacted the college, have not applied
- Applicants – applied, have not enrolled
- Students – applied, enrolled
- Alumni – left the college but may always return and get some of their friends to come too!



Student Flow Approach – Research on Specific Groups

Students

- “Non-committed” – enrolled, dropped all courses before census
- “Short-timers” – enrolled, completed one or two courses, have not re-enrolled in subsequent terms
- “Stop-outs” – enroll, stop, come back cyclically over a period of several years
- “Lifetime learners” – enroll in one or two courses on and off over many years (15 or more years!)
- “Committed” – enroll, carry at least a half time load, persist through a number of terms with no or limited stop out, may complete a degree or certificate or transfer to a four-year institution



Student Flow Approach – Business Process Analysis (BPA)

- Mapping of all processes involved in student recruitment, matriculation, enrollment, retention, graduation
- Identifying roadblocks and making adjustments, where possible
- Periodic review and alignment



Student Flow Approach – Data Sources

- Primary Data Sources
 - U.S. Census – www.census.gov
 - California Basic Educational Data System (CBEDS) - www.cde.ca.gov/ds/sd/cb/
 - Local student information systems
 - National Student Clearinghouse – www.nslc.org
 - State MIS data
 - CalPASS
 - Other local, regional, national data repositories (e.g., cohorts tracked by the National Center for Education Statistics - nces.ed.gov)



Student Flow Approach – Data Sources

- Secondary Data Sources
 - Studies, analyses, syntheses
 - Education Resources Information Center (ERIC)
 - free full text studies available at www.eric.ed.gov



Student Flow Approach – Tools and Techniques

- Intervention, Communication, Tracking and Follow Up Technologies
 - Customer Relationship Management (CRM)
 - Prospect tracking
 - Early alert systems
 - Custom automated communications to prospects, applicants and students based on selected criteria
- Research Tools
 - Reporting and analytical tools
 - Inferential statistics
 - Data mining
 - Data warehousing



Types of Analyses

- Descriptive
 - What is
 - Student profiles
 - Segmentation analyses
- Predictive modeling
 - What will/could be based on prior history



Establishing FTES Targets

- Growth rates
- Basic skills guarantee
- Apportionment reports
- Statewide budget workshops
- Institutional FTES targets for upcoming year



Monitoring Enrollments and FTES

- Deploy decision support system – deans, managers, department chairs, faculty run their own reports and monitor enrollments
- Provide daily point-in-time comparative enrollment reports
 - Overall headcount
 - Distribution by units
 - Enrollments and fill rates by section
- Iterative FTES calculations and estimations throughout the term; adjustments/additions of sections as needed



Defining Needed Information

- Data
 - Faculty, contract type, load, FTEF
 - Students, units, FTES
 - Divisions, departments, courses, course limits
 - Classes, sections, seats, dates
 - Rooms, types, capacities
- Assessing physical resources
- Assessing scheduling practices



Collecting and Transforming Needed Information

- Collecting and transforming the data
 - Current and prior term data for:
 - Courses
 - Facilities
 - Personnel
 - Tools to extract, transform and report data:
 - Oracle/SQL/Discoverer/Excel



Analyzing Needed Information

- Analyzing the information
 - Calculated variables
 - Fill rates, percent of seats, WSCH/FTEF
 - Aggregations
 - Projections



Projecting and Monitoring FTE

- Five year comparison report
- Enrollment projection report
- Current enrollment report
- Tools for Deans



Developing and Assessing Essential Information

- Assessing physical resources
- Assessing scheduling practices



Assessing Physical Resources

- Conduct space inventory
 - State accountability formula
 - Capacity-to-load ratio
 - Hours of use X enrollment at census
- Determine practical capacity of each classroom
 - Dimensions, features, furniture configuration



Assessing Physical Resources

- Configuration and room change impacts
- Produce reference list of classroom scheduling capacities



Assessing Scheduling Data

- Develop room use chart for each classroom
- Calculate capacity-to-load ratio for each classroom using census data



Reviewing Room Use Charts

- Class size and room capacity match
- Criteria for increasing number of sections for a scheduled class
- Criteria for faculty assignment to multiple sections
- Identify scheduling practices that reduce student access



Impact

- Increase in efficiency
 - Better alignment of curriculum class size with classroom resources
 - Increase in hours of instruction available
 - Increase in number of students served
 - Increase in number of successful students



Room 415 Utilization

Indicator	Spring 2000	Spring 2001
Percent utilization	61%	103%
Classes	30 hours	39 hours
Fill rate	86%	90%
Enrollment	614	1,168
Retention	86%	85%
Successes	392	638



Enrollment Management Models

Model	Degree of Restructuring Necessary	Authority
Committee	Low	Influence
Coordinator	Some	Networks
Matrix	Moderate	Cooperation
Division	High	Direct

29

AS



Enrollment Manager Enrollment Management Team

- Enrollment Manager
 - “Works with unit leaders to examine goals, develop enrollment plans, coordinate efforts to achieve them, and prepare assessment programs” (Stewart, 2004)
- Enrollment Management Team

30

AS



Impact

- Meeting enrollment targets
- Capturing all growth and basic skills funding
- Improving potential to access state funding for new facilities
- Ensuring the vitality of the college



Your Role – Among Many Others!

- Institutionalize the use of data and data-driven decision making
- Promoting the importance and use of institutional research
- *What gets measured, gets valued*