



Cover Sheet

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These tools represent many hours of hard work and we intend to develop more of them as a contribution to the higher education community. They have been left unprotected to serve as an example of the impact that open-source tools can have on higher education networks. Please take a minute to read the Creative Commons rules if you're uncertain about how open-source sharing can benefit you and your organization.

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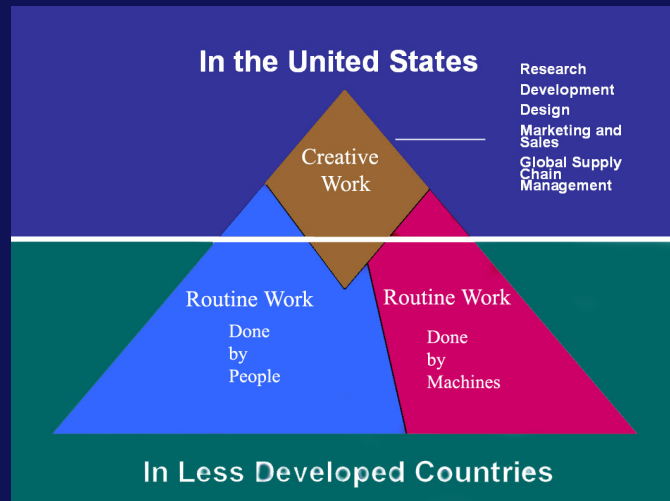
Strategic Enrollment Management

Presentation to
City University of Hong Kong
October 7, 2010

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Times Have Changed



Source: Tough Choices or Tough Times, National Center on Education and the Economy, 2006.



These Aren't Your Father's Students

By 2010 Gen Y will outnumber Baby Boomers....96% of them have joined a social network

Social Media has overtaken porn as the #1 activity on the Web

1 out of 8 couples married in the U.S. last year met via social media

2009 US Department of Education study revealed that on average, online students out performed those receiving face-to-face instruction

1 in 6 higher education students are enrolled in online curriculum



Dad!

- 45 percent of all seniors completed at least one course at another postsecondary institution after graduating from high school and before enrolling at their current college.
- 55 percent of transfer students took the majority of their courses at a vocational-technical school or at a community or junior college.

SOURCE: Indiana University Center for Postsecondary Research as reported in the Chronicle for Higher Education. Retrieved November 7, 2005 at <http://chronicle.com/weekly/v52/i12/12a03701.htm>



Dad!!!!!!

- The most common reasons students gave for transferring to their current institutions were location and the availability of specific programs of study.
- About 33 percent of all seniors took at least one course at another postsecondary institution since

SOURCE: Indiana University Center for Postsecondary Research as reported in the Chronicle for Higher Education. Retrieved November 7, 2005 at <http://chronicle.com/weekly/v52/i12/12a03701.htm>



Dad!!!!!!!!!!

- Two-thirds of college students, parents strongly agree that a college degree is more important than ever, tap all sources of funds (College Board)
- 76% of ACT-tested high school graduates in 2010 were not adequately prepared for first-year courses in English, math and science (ACT)



Key Trends: Western Higher Education

FROM	TO
The college or university is a place	The college or university is situated in a place and virtually enhanced
Scholars and academic resources are scarce	Scholars and academic resources are plentiful
Colleges and universities are purveyors and collectors of knowledge	Colleges and universities are creators of knowledge

Source: Katz R. *The Gathering Cloud: Is This the End of the Middle??* Retrieved November 11, 2009 at <http://www.educause.edu/thetowerandthecloud/PUB7202d>



Key Trends: Western Higher Education

FROM	TO
Teaching is a small-scale craft and learning is personalized	Instruction is a scalable craft and can be standardized, personalized, or self-guided
The Academy is isolated from society	The Academy is enmeshed in communities served
The college or university service base is local	The service base can be local, regional, or global

Source: Katz R. *The Gathering Cloud: Is This the End of the Middle??* Retrieved November 11, 2009 at <http://www.educause.edu/thetowerandthecloud/PUB7202d>



National Goal

- A national goal shared goal is to increase the percentage of Americans with high-quality degrees and credentials from 39 percent to 60 percent by the year 2025.
- Three Pushes:
 - President Obama
 - Lumina Foundation for Education
 - The Bill and Melinda Gates Foundation



What is Enrollment Management

- Enrollment management provides both an **organizational structure and processes** to improve the recruitment and retention of students



Six Major Dimensions of Strategic Enrollment Management

1. Demand
2. Quality, Viability of Academic Programs
3. Student Experience
4. Alternative Delivery
5. Financial Impacts
6. Quality

Source: Enrollment Management Plan 2012. Oregon State University. Retrieved October 4, 2010 at <http://oregonstate.edu/dept/enrollmentmanagement/files/Enrollment%20Management%20Plan%202008-2012%20Final%20Report.ppt>



Composition of Enrollment Management Organizations

BASIC	EXPANDED	COMPREHENSIVE
Admissions Financial Aid Orientation Registration & Records Enrollment Research Retention	Pre-College Programs Academic Support Programs Academic Advising Career Services	Institutional Research Marketing Community Relations Alumni Relations

Source: Bontrager, B (2004). Enrollment management: An introduction to concepts and structures. College and University Journal, v79(3)

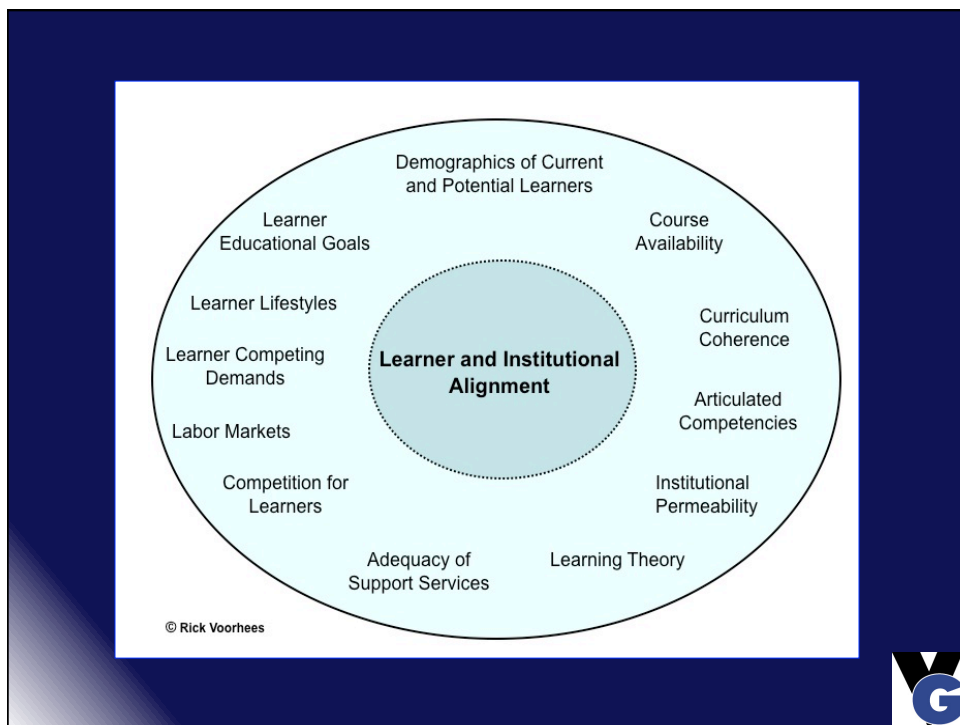
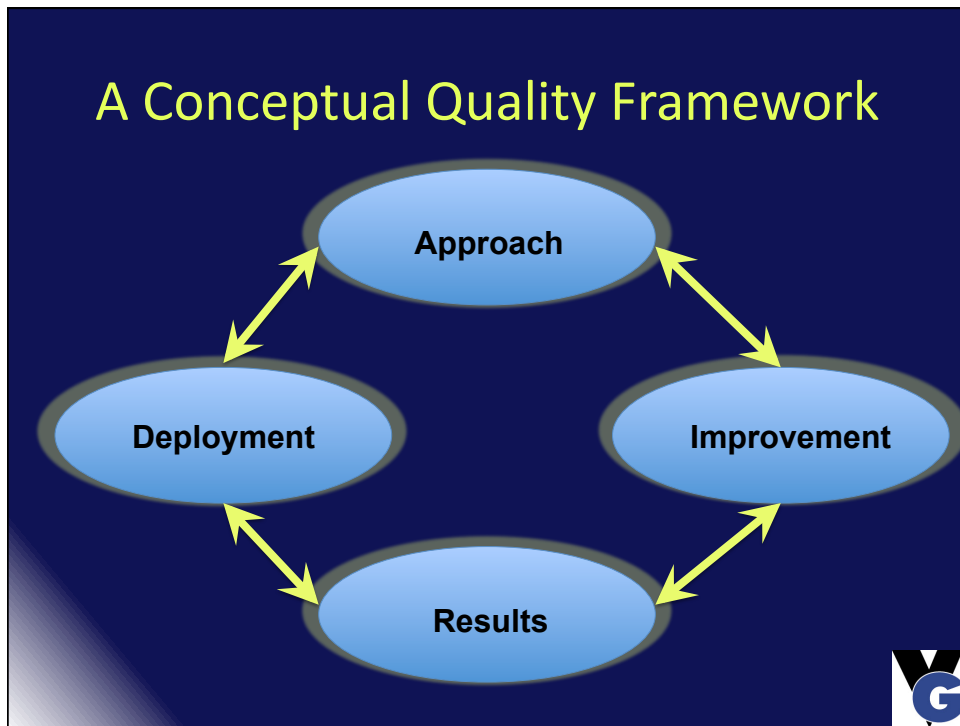


What is **Strategic** Enrollment Management

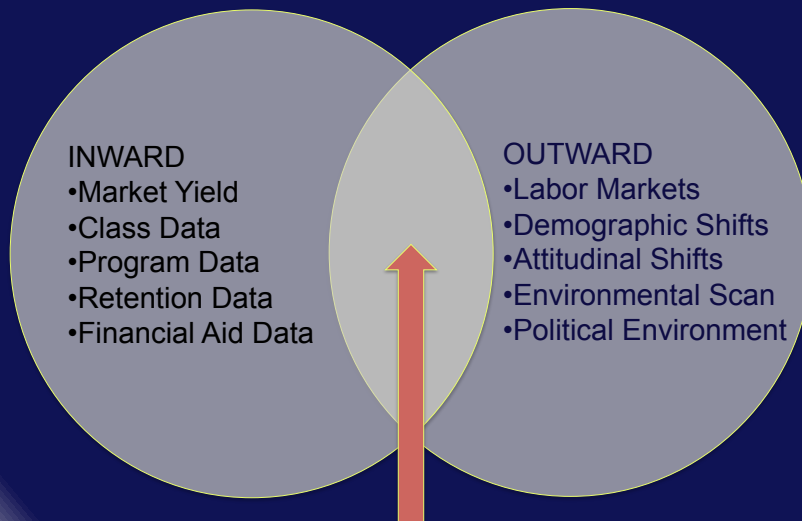
- Being smart about it!
- Prevalence of marketing activities, but rather, the importance of a market perspective
- Using data to formulate goals and then using data again to know whether progress is being made.



A Conceptual Quality Framework



Inward and Outward Looking Data



TIGHT INTEGRATION NEEDED

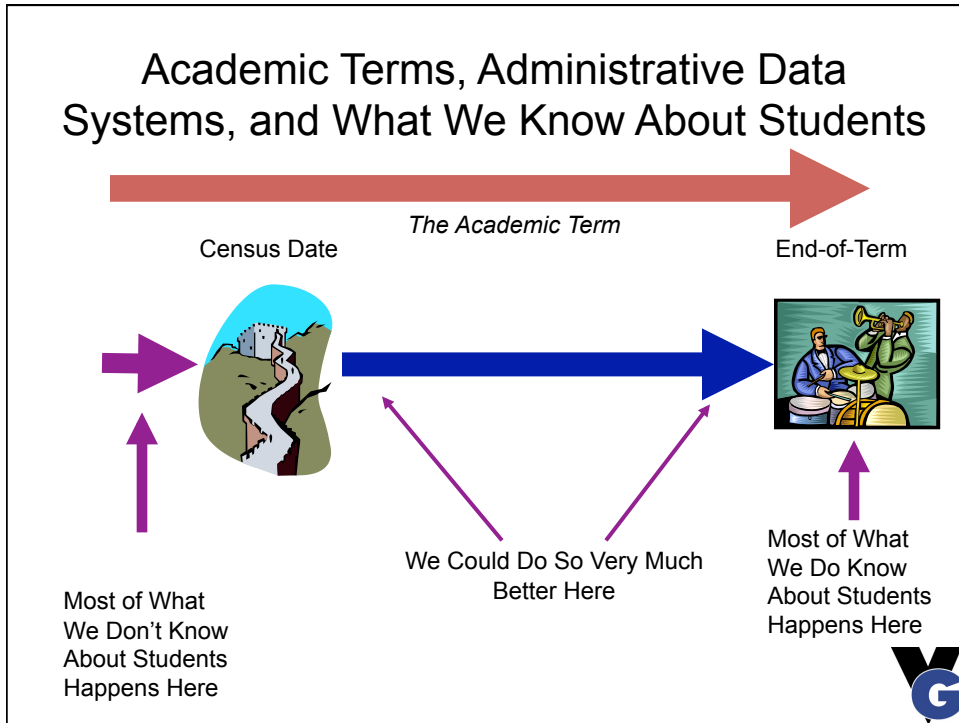


Other Inward Looking Data

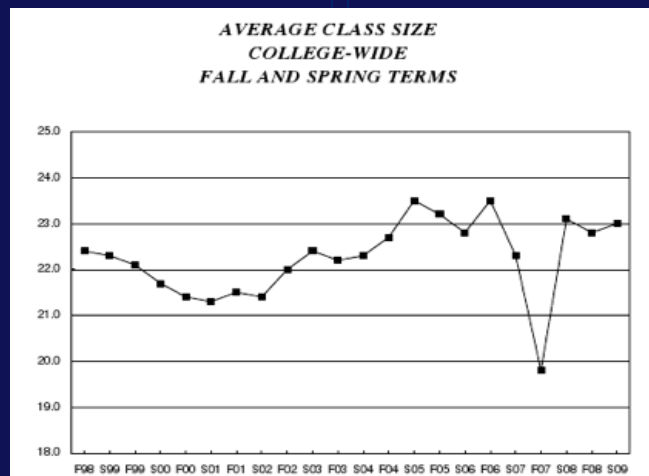
- Program Review Data
- Assessment of Learning Activity
- Student Surveys
- Alumni Surveys
- Placement Rates
- Withdrawal Surveys



Academic Terms, Administrative Data Systems, and What We Know About Students



Economics and Enrollment Management



Source: Community College of Philadelphia. Retrieved October 4, 2010 at <http://www.ccp.edu/vpfin-pl/factbook/factbook.htm>

Even Basic Data Helps

CREDIT ENROLLMENT DEMOGRAPHICS

Table 15A. Fall 2005 Student Full-Time/Part-Time Status by Major Type and Age

	Student Age	No. of Academic Students	Percent of Total in last Column	No. of Vocational Students	Percent of Total in last Column	Total
Full-Time	Less than 21	4,423	88.2%	590	11.8%	5,013
	21 - 24	1,828	83.8%	353	16.2%	2,181
	25 - 34	1,485	78.8%	399	21.2%	1,884
	35 - 44	710	73.6%	255	32.7%	965
	45 - 54	280	67.3%	139	32.7%	425
	55 or more	53	58.9%	37	41.1%	90
	Full-Time Total	8,785	83.2%	1,773	16.8%	10,558
Part-Time	Less than 21	4,547	88.8%	578	11.2%	5,123
	21 - 24	3,205	84.5%	588	15.5%	3,793
	25 - 34	2,871	77.0%	797	23.0%	3,468
	35 - 44	1,201	70.0%	515	30.0%	1,718
	45 - 54	531	70.7%	220	29.3%	751
	55 or more	110	61.8%	68	38.2%	178
	Part-Time Total	12,265	81.6%	2,764	18.4%	15,029
	Total	21,050	82.3%	4,537	17.7%	25,587

Source: EPCC Student Banner Files. Data provided by the R & D Research Associate. Run Date: February 5, 2008

Source: El Paso Community College. Retrieved October 4, 2010 at <http://dnn.epcc.edu/institutionalresearch/InstitutionalResearchHome/FactBooks/tabid/2958/Default.aspx>



Moving from Description to Performance



Expectations

- Develop a culture of inquiry and accountability
- Conduct courageous discussions
- Develop strategies and interventions
- Make systematic and lasting changes in policies, structures, programs, and services to improve student outcomes
- Evaluate project success



Tracking Entry from High School

HIGH SCHOOLS ATTENDED BY EPCC STUDENTS

Table 20A Fall 2005 Total First-Time-in-College Students by Last High School Attended

High School	High School Graduates		High School	High School Graduates		High School	High School Graduates	
	No.	%		No.	%		No.	%
El Paso Independent School District			Texas S. of C.			Local Area Independent School Districts		
Andreas	156	3.7%	Ysleta	140	3.5%	Anthony	12	4.2%
Austin	111	2.6%	Other	1	0.0%	Canutillo	84	2.9%
Bowie	103	2.4%	Total	1,181	27.5%	Fabens	61	1.4%
Buges	97	2.3%	Socorro Independent School District			Gadsden	22	0.5%
Chapin	95	1.8%	Americas	207	4.9%	San Elizario	70	1.7%
Coronado	125	3.0%	Montwood	204	6.2%	Santa Teresa	12	0.3%
El Paso	89	2.1%	Socorro	230	5.4%	Tornillo	14	0.3%
Franklin	133	3.1%	Total	791	16.6%	Other	12	0.3%
Ivan	132	3.1%	Clint Independent School District			Total	287	6.8%
Jefferson	88	2.1%	Clint	150	2.4%	Other High Schools		
M. L. Silva	90	1.2%	Mountainview	69	2.1%	Other Texas High Schools	60	1.4%
Sunset			Total	166	3.9%	New Mexico High Schools	37	0.9%
Total	1,150	27.2%	Private/Religious			Other U.S. High Schools	233	5.5%
Ysleta Independent School District			Cathedral	21	0.5%	Mexico High Schools	253	6.0%
Bel Air	204	4.8%	El Paso Academy	48	1.1%	Other Foreign schools	28	0.7%
Del Valle	183	4.3%	EastWest	31	0.7%	Total	612	14.6%
Eastwood	101	4.5%	Lydia Paterson Institute	17	0.4%	Total First-Time-in-College Students Enrolled in Fall 2005	4,227	100.0%
Hanks	102	4.5%	Father Yermo	33	0.8%			
Parkland	89	2.1%	Other					
Riverside	130	3.3%	Total	180	3.9%			

Source: EPCC Achieving the Dream Cohort Files. Data provided by the R & D Statistical Research Associate. Rep. Date: July 18, 2007

Source: El Paso Community College. Retrieved October 4, 2010 at <http://dnn.epcc.edu/institutionalresearch/InstitutionalResearchHome/FactBooks/tabid/2958/Default.aspx>



Marketing Yield

Category	Number Inquiries	First Inquiries	Number Applied	% Prospects Applied	Number Enrolled	% Applicants Enrolled	% Prospects Enrolled
Advertising:							
Radio Ads	1234	634	131	20.7%	70	53.4%	5.7%
Internet Ads	232	135	51	37.8%	49	96.1%	21.1%
Campus Visits:							
Athletic							
Camp	28	23	5	21.7%	4	80.0%	14.3%
Math Bowl	398	322	212	65.8%	187	88.2%	47.0%
Individual							
Visits	1209	1209	1002	82.9%	997	99.5%	82.5%

Previous example prepared by B. Wilkinson at Pittsburgh State University (Kansas) as used by R. Voorhees in 2005 MidAir Presentation on Strategic Enrollment Management



Recruitment by Department

Department	Total Inquires 2009	Total Inquires 2010	Total Apps (Res)	Total Apps (Out of State)	Total Apps 2009	Total Apps 2010	% Prospects Applied	% Applicants Enrolled	% Prospects Enrolled
Accounting									
Art	203	140	6	6	12	15	5.9	91.7	5.4
Biology	1529	1237	97	22	119	124	7.8	65.5	5.1
Computer Science	418	421	27	20	47	59	11.2	48.9	5.5
Education	816	673	38	19	57	65	7	80.7	5.6
Math	97	91	9	3	12	9	11.3	90.9	10.3

Previous example prepared by B. Wilkinson at Pittsburgh State University (Kansas) as used by R. Voorhees in 2005 MidAir Presentation on Strategic Enrollment Management



Graduation Rate Reports

Cornell University
Division of Planning and Budget

SEARCH: go

Planning & Budget ● Cornell more options

Organization Financial Planning Institutional Planning Facts Publications & Data

Facts

Graduation Rate Reports

These reports track and analyze graduation rates of first-time freshman cohorts from a historical perspective. Trends are analyzed through different demographic characteristics.

- 2010 Undergraduate Graduation Rate Report -- Entering Fall 1980 through Fall 2003 (pdf)
- First-Time Freshman Graduation Rates Fall 1980 - Fall 2001 Entering Classes (pdf)
- First-Time Freshman Graduation Rates Fall 1980 - Fall 1999 Entering Classes (pdf)
- First-Time Freshman Graduation Rates Fall 1980 - Fall 1997 Entering Classes (pdf)
- First-Time Freshman Graduation Rates Fall 1980 - Fall 1995 Entering Classes (pdf)
- Seventh Biennial Report on Freshman Graduation Rates Fall 1980 - Fall 1993 Entering Classes (pdf)
- Sixth Biennial Report on Freshman Graduation Rates Fall 1980 - Fall 1991 Entering Classes (pdf)
- Fifth Biennial Report on Freshman Graduation Rates Fall 1980 - Fall 1989 Entering Classes (pdf)

Source: Cornell University. Retrieved October 4, 2010 at http://www.dpb.cornell.edu/F_Graduation_Rates.htm



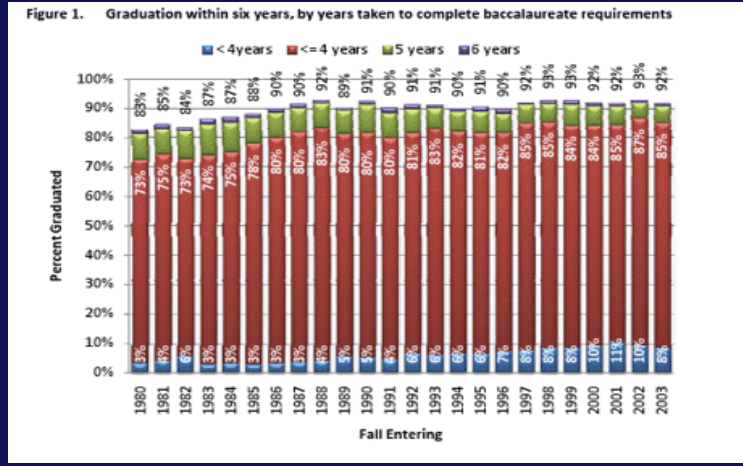
Basic Degree Data by Area

		Academic Year												
		1991-1992	1992-1993	1993-1994	1994-1995	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004
Arts and Sciences	College													
	Degree Level													
	Bach.	291	326	358	376	374	402	391	345	343	275	329	390	360
	Mast.	60	62	68	66	57	62	72	38	43	60	48	49	52
	Total	351	388	426	442	431	464	463	403	386	335	377	439	412
Business and Economics	College													
	Degree Level													
	Bach.	207	186	202	207	193	172	130	164	160	155	143	205	185
	Mast.	51	56	64	67	49	45	27	38	44	42	41	51	56
	Total	258	242	266	274	242	217	157	202	204	197	184	256	241
Education	College													
	Degree Level													
	Bach.	158	177	221	217	246	185	203	221	186	210	187	244	216
	Mast.	173	148	146	126	135	114	100	168	167	147	177	254	217
	EdS	36	41	38	25	29	24	21	16	20	24	17	23	13
	Total	367	366	405	368	410	323	324	405	373	381	381	521	446

Previous example prepared by B. Wilkinson at Pittsburg State University (Kansas) as used by R. Voorhees in 2005 MidAir Presentation on Strategic Enrollment Management



Graduation within Six Years



Source: Cornell University. Retrieved October 4, 2010 at http://www.dpb.cornell.edu/F_Graduation_Rates.htm



GPA of Graduates

Undergraduate Psychology And Counseling Students

[New Report](#)

		Undergraduate Psychology And Counseling Students			All Undergraduate PSU Students		
		Native PSU Students	Transfer Students	Total	Native PSU Students	Transfer Students	Total
2004	Count	36	31	67	562	491	1053
	GPA	3.3389	3.2464	3.2961	3.2335	3.2219	3.2281
2003	Count	35	44	79	601	524	1125
	GPA	3.2363	3.2613	3.2502	3.2207	3.1864	3.2047
2002	Count	36	23	59	493	447	941
	GPA	3.3162	3.1109	3.2362	3.1917	3.1755	3.1835

Previous example prepared by B. Wilkinson at Pittsburgh State University (Kansas) as used by R. Voorhees in 2005 MidAir Presentation on Strategic Enrollment Management



Developmental Sequence Completion Rates within Three Years

Starting Level	Math %	Reading %
One Level Below College-Level	44	48
Two Levels Below College-Level	29	36
Three Levels Below College-Level	16	22

Achieving the Dream National Database as reported by Bailey, T., Jeong, D.W., & Cho, S. (2008, December).



Use Cohort Analysis

Use Cohort Analysis for Subgroups of Students to Determine

1. Complete developmental courses and move to credit-bearing courses
2. Enroll in and complete gatekeeper courses
3. Complete courses taken with "C" or better
4. Re-enroll from one semester to the next
5. Earn certificates and degrees



Strategies at AtD Colleges

- Tutoring and supplemental instruction
- Strengthening K-14 links to improve high school students' preparation for college and improve community college students' successful transfer to four-year institutions
- Engaging the community in developing strategies and providing support for student success



Strategies at AtD Colleges

- Improving gatekeeper courses
- Improving student first-year experience through closer advising, learning communities, orientation programs, student success courses, and other approaches
- Piloting or expansion of learning communities
- Coaching
- Providing better academic and personal advising



Rick's Rubrics

- Scalable
- Replicable
- Results are Cycled into Planning
- No Blame
- Competency-Based
- Deep in the Culture
- How different are students?
- No silos
- Foundations Eat Evidence



Sources

- ACT (2010). The condition of College & Career Readiness 2010
- How to Create High-Impact Partnerships for Jobs & Economic Vitality in the U.S. <http://businesschampions.org/sites/default/files/documents/bs-01whitehousesummitweb.pdf>

