Creating a Culture of Enrollment Management with Collaboration and Data

University System of Georgia
Enrollment Management Management Symposium
Georgia International Convention Center, Atlanta, GA
Friday, November 14, 2014
Team of Presenters

Dr. Teresa Thompson, Vice President
Student Affairs and Enrollment Management (SAEM)

Mrs. Sarah Smith, Enrollment Management/Special Projects, SAEM

Dr. Jayne Perkins Brown, Senior Associate VP-SAEM and Director-Office of Strategic Research and Analysis

Mr. Alan Woodrum, Assistant Provost, Academic Affairs
Reminder on...Who We Are Today

• Located in Statesboro, Georgia
• Founded in 1906

• USG Comprehensive University
• Carnegie Doctoral Research University

• Fall 2014 Enrollment Numbers
  • Total Enrollment 20,517
  • IPEDS Freshmen Enrollment 3,476
  • Undergraduate Enrollment 18,004
  • Graduate Enrollment 2,513
Acknowledging Institutional Change

Undergrad Enrollment
- 1998: 12,386
- 2000: 18,004
- 2002: 221
- 2004: 983
- 2006: 1,113
- 2008: 72%
- 2010: 1st yr Ret %
- 2012: 36%
- 2014: 6-yr Grad %
- 2016: 51%
- 2018: 1,518
- 2020: 2,513

Graduate Enrollment
- 1998: 1,518
- 2000: 1,113
- 2002: 81%
- 2004: 51%
- 2006: 2,513
- 2008: 1,518
“In God we trust. All others must bring data.” – W. Edwards Deming
Creating a culture of Enrollment Management begins with the Prospective Student in mind.
2014 Student and Parent Engagement Survey Results

How satisfied are you with your (your child’s) overall experience at Georgia Southern?

- 91% of students report feeling satisfied
- 87% of parents report feeling satisfied

Would you choose Georgia Southern again (for your child)?

- 90% of students responded, “Yes”.
- 90% of parents responded, “Yes.”
2014 Student and Parent Engagement Survey Results

How well do the following phrases describe Georgia Southern University as a whole?

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Students</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcoming</td>
<td>91%</td>
<td>92%</td>
</tr>
<tr>
<td>Opportunities of a large university</td>
<td>86%</td>
<td>92%</td>
</tr>
<tr>
<td>Student-Centered</td>
<td>88%</td>
<td>91%</td>
</tr>
<tr>
<td>Personal feel of a small college</td>
<td>76%</td>
<td>82%</td>
</tr>
</tbody>
</table>

The results depicted are based on the frequencies of respondents choosing 3 and 4 on a 4-point scale, where 1 = completely disagree and 4 = completely agree.
## Fall 2014 Enrollment Funnel and Conversion Data

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Attendees</th>
<th>Accepted Students</th>
<th>Enrolled Students</th>
<th>Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship Events (3)</td>
<td>633</td>
<td>633</td>
<td>455</td>
<td>72%</td>
</tr>
<tr>
<td>Open Houses (3)</td>
<td>3,095</td>
<td>1,307</td>
<td>1,072</td>
<td>82%</td>
</tr>
<tr>
<td>University Previews (7)</td>
<td>328</td>
<td>125</td>
<td>101</td>
<td>81%</td>
</tr>
<tr>
<td>University Receptions (4)</td>
<td>939</td>
<td>386</td>
<td>294</td>
<td>76%</td>
</tr>
<tr>
<td>Campus Visits</td>
<td>3,654</td>
<td>1,119</td>
<td>843</td>
<td>75%</td>
</tr>
<tr>
<td>College Fairs / High School Visits</td>
<td>14,691</td>
<td>988</td>
<td>605</td>
<td>61%</td>
</tr>
</tbody>
</table>
Freshman Application Growth by Week

Source: Georgia Southern University, Office of Admissions, Data Warehouse, 11.7.14
## Sample Territory Goals - Fall 2014

<table>
<thead>
<tr>
<th></th>
<th>Territory Goal Apps</th>
<th>Actual App Count</th>
<th>% Goal</th>
<th>Territory Goal Acceptd</th>
<th>Actual Acceptd Count</th>
<th>% Goal</th>
<th>Territory Goal SOAR</th>
<th>Actual SOAR Reg'd</th>
<th>% Goal</th>
<th>Territory Goal Enrolled</th>
<th>Actual Enrolled Count</th>
<th>% Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Atlanta</strong></td>
<td>1,399</td>
<td>1,129</td>
<td>80.7%</td>
<td>1,001</td>
<td>755</td>
<td>75.4%</td>
<td>448</td>
<td>331</td>
<td>73.9%</td>
<td>403</td>
<td>306</td>
<td>75.9%</td>
</tr>
<tr>
<td><strong>CentralGA</strong></td>
<td>1,693</td>
<td>1,646</td>
<td>97.2%</td>
<td>816</td>
<td>855</td>
<td>104.8%</td>
<td>417</td>
<td>461</td>
<td>110.6%</td>
<td>384</td>
<td>424</td>
<td>110.4%</td>
</tr>
<tr>
<td><strong>SE GA</strong></td>
<td>1,345</td>
<td>1,483</td>
<td>110.3%</td>
<td>857</td>
<td>978</td>
<td>114.1%</td>
<td>513</td>
<td>635</td>
<td>123.8%</td>
<td>542</td>
<td>664</td>
<td>122.5%</td>
</tr>
<tr>
<td><strong>West GA</strong></td>
<td>1,348</td>
<td>1,295</td>
<td>96.1%</td>
<td>772</td>
<td>757</td>
<td>98.1%</td>
<td>399</td>
<td>404</td>
<td>101.3%</td>
<td>369</td>
<td>372</td>
<td>100.8%</td>
</tr>
</tbody>
</table>
Sustaining a culture of Enrollment Management requires informed decisions supported by meaningful data and intentional strategies.
Impacts to Enrollment Foundation

- **Impact of:**
  - Degree Completions
  - Stop outs, Transfers out, Reverse Transfers
  - Academic Policies

- **External factors**
  - Feeder schools: K-12, postsecondary
  - Economy
  - Finances: financial aid/scholarships
  - Work
  - Family
Understanding the challenges

WICHE data – Knocking at the College Door

STATE PROFILES

Use the map or this list to choose a state:

Select location ▼

Change map view to see:

Share non-White graduates ▼

Non-White Share of Public High School Graduates, 2019-20 (Projected)

SOURCE: http://www.wiche.edu/knocking-8th
State of Georgia

Production of High School Graduates

http://www.wiche.edu/knocking-8th
Analytics at
Georgia Southern University

Organizational capacity
• Campus Data Warehouse (DW); Decision Support System
• Comprehensive Program Review online at program/degree level
• Campus Teams

Technical capacity
• Technical support available within each Division and collaboration w/ ITS
Enrollment Management tracking

- USG Data Collections
- Data Reporting (USG and Campus)
- Who reviews Data Interpretations
  ..the So What?
- Enrollment Management Council
- Academic Advisement Council
USG/Census data - online

- Registrar as functional lead - census files
  - Enrollment
  - Curriculum
  - Graduation records

- Strategic Research and Analysis support/web options
  - Academic program data
  - Support on focused groups

- Census data available
  - Enrollment, retention, degrees/graduation, gpa, cohorts, transfer, MAP, Honors, other focused groups
  - Trend data

http://em.georgiasouthern.edu/osra/facts-and-figures/
http://em.georgiasouthern.edu/osra/student-enrollment-data/
http://em.georgiasouthern.edu/osra/rpg_deg/
## Enrollment Data

### Total Enrollment

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Level</td>
<td>14,092</td>
<td>14,650</td>
<td>14,483</td>
<td>14,854</td>
<td>15,490</td>
<td>16,486</td>
<td>17,044</td>
<td>17,525</td>
<td>17,993</td>
<td>17,904</td>
</tr>
<tr>
<td>Graduate Level</td>
<td>2,008</td>
<td>1,996</td>
<td>1,942</td>
<td>1,987</td>
<td>2,274</td>
<td>2,600</td>
<td>2,647</td>
<td>2,687</td>
<td>2,581</td>
<td>2,613</td>
</tr>
<tr>
<td>Total</td>
<td>16,100</td>
<td>16,646</td>
<td>16,425</td>
<td>16,841</td>
<td>17,764</td>
<td>19,086</td>
<td>19,691</td>
<td>20,212</td>
<td>20,574</td>
<td>20,517</td>
</tr>
</tbody>
</table>

*Note: From Census Enrollment Files.*
## Fall Semesters Enrollment Summary

**Download to Excel**

*Note:* Click on area of interest to see details.

### Headcount

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>16,100</td>
<td>16,646</td>
<td>16,425</td>
<td>16,841</td>
<td>17,764</td>
<td>19,086</td>
<td>19,691</td>
<td>20,212</td>
<td>20,574</td>
<td>20,517</td>
</tr>
<tr>
<td>First Time Students</td>
<td>3,547</td>
<td>3,644</td>
<td>3,181</td>
<td>3,419</td>
<td>3,738</td>
<td>4,161</td>
<td>4,304</td>
<td>4,259</td>
<td>4,357</td>
<td>4,280</td>
</tr>
<tr>
<td>New Transfers</td>
<td>835</td>
<td>853</td>
<td>862</td>
<td>876</td>
<td>914</td>
<td>1,080</td>
<td>1,033</td>
<td>1,160</td>
<td>1,083</td>
<td>1,031</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>11,718</td>
<td>12,149</td>
<td>12,382</td>
<td>12,546</td>
<td>13,112</td>
<td>13,845</td>
<td>14,354</td>
<td>14,793</td>
<td>15,134</td>
<td>15,206</td>
</tr>
</tbody>
</table>

### Student Level

- Gender
- Load Type
- Regents FTE
- Classification
- Ethnicity
- State of Current Legal Residence
- Credit Hours
- Beginning Freshmen
- Retention/Graduation (IPEDS)
- SAT Averages (of Beginning Freshmen)
This webpage shows 1st Year Retention rates of IPEDS First-time Freshmen by HOPE Eligibility and Pell Grant Status. Rates are provided for the University overall and by College rates such as by individual majors, groups of majors, and other cohorts such as transfers. Rates are available here.

Click here to print  Download to Excel

College of Liberal Arts & Social Sciences Retention by HOPE Eligibility

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Eligibility</td>
<td>Cohort</td>
<td>Retention</td>
<td>Cohort</td>
<td>Retention</td>
<td>Cohort</td>
<td>Retention</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Social Sciences</td>
<td>604</td>
<td>483</td>
<td>80.0</td>
<td>607</td>
<td>487</td>
<td>80.2</td>
</tr>
<tr>
<td>HOPE Eligible</td>
<td>320</td>
<td>273</td>
<td>86.9</td>
<td>350</td>
<td>298</td>
<td>85.1</td>
</tr>
<tr>
<td>Not HOPE Eligible</td>
<td>284</td>
<td>205</td>
<td>72.2</td>
<td>257</td>
<td>199</td>
<td>73.5</td>
</tr>
</tbody>
</table>

Note: From the USG Census Enrollment Files and Banner Financial Aid tables. Retention is to the University, not necessarily to the same college or major. Data reflects the following eligible exclusions (c Fall 2008) and Fall 2011 (1).
Dynamic data

• **Information Technology Systems role**
  • Resources-technical support, development/training

• **Functional units’ roles**
  • Resources; Identification of critical elements/data; Data validation; Dashboards and reports

• **Enrollment Management**
  • UG Admissions, Graduate Admissions
  • Advisement
  • Registrar
  • Financial Aid, Bursar
  • University Housing
  • First-Year Experience
  • Academic Success Center
  • Marketing and Communications
  • Alumni support
### Enrollment by Level Scorecard - Copy2

<table>
<thead>
<tr>
<th></th>
<th>Prior Year</th>
<th>Term</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Student Levels - Copy</td>
<td>20,522</td>
<td>20,514</td>
<td>0.0%</td>
</tr>
<tr>
<td>Undergraduate - Copy</td>
<td>17,905</td>
<td>18,001</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
| Graduate - Copy        | 2,617      | 2,513  | -4.0%     

**Comparisons Year to Year by Day**
## Enrollment by Level Comparison Chart - Copy

![Bar Chart showing enrollment by level for Fall 2013 and Fall 2014]

## Enrollment by College Comparison - Copy

<table>
<thead>
<tr>
<th>College</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>All College Acronyms</td>
<td>20,522</td>
<td>20,514</td>
</tr>
<tr>
<td>CEIT</td>
<td>2,706</td>
<td>2,946</td>
</tr>
<tr>
<td>CHHS</td>
<td>3,416</td>
<td>3,444</td>
</tr>
<tr>
<td>CLASS</td>
<td>4,761</td>
<td>4,640</td>
</tr>
<tr>
<td>COBA</td>
<td>3,404</td>
<td>3,489</td>
</tr>
<tr>
<td>COE</td>
<td>2,271</td>
<td>2,175</td>
</tr>
<tr>
<td>COPH</td>
<td>411</td>
<td>382</td>
</tr>
<tr>
<td>COSM</td>
<td>1,991</td>
<td>1,915</td>
</tr>
<tr>
<td>COGS</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Provost</td>
<td>14</td>
<td>31</td>
</tr>
<tr>
<td>Provost/VPAA</td>
<td>891</td>
<td>921</td>
</tr>
<tr>
<td>VPSAEM</td>
<td>652</td>
<td>564</td>
</tr>
</tbody>
</table>
Targeted, predictive analytics

- OSRA/Functional leads-Sources/Definitions determined
- Select examples, Targeted inquiries
  - Academic at-risk, by Colleges
  - First Generation students
  - Transfer students and cohorts
  - Part-time students
  - Military students
  - Honors
  - Freshmen cohorts, including National Student Clearinghouse
  - Distance from Home (GIS)
  - Alternative Break
  - Campus Recreation/facilities
### Table 1. Six Year Graduation Rates and Still Enrolled Percentages of the Fall 2005 IPEDS First-time Freshman Cohort

<table>
<thead>
<tr>
<th>Cohort n</th>
<th>Georgia Southern Institution-specific</th>
<th>USG System-wide</th>
<th>State of Georgia non-USG</th>
<th>Out of State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Still Enrolled</td>
<td>Graduated</td>
<td>Still Enrolled</td>
<td>Graduated</td>
<td>Still Enrolled</td>
</tr>
<tr>
<td>3,123</td>
<td>119</td>
<td>3.8%</td>
<td>1,453</td>
<td>46.5%</td>
<td>179</td>
</tr>
</tbody>
</table>

**Note.** From the Fall 2005 Student Information Reporting System (SIRS) file, the Fall 2005 - Summer 2011 SIRS and Academic Data Mart (ADM) G records tables, and the National Student Clearinghouse Subsequent Enrollment Search. Graduated is with a baccalaureate degree as of Summer 2011. Still Enrolled is at the undergraduate level, as of Fall 2011, and not having received a baccalaureate degree as of summer 2011 (according to the NSC file). The Cohort is less 2 exclusions per IPEDS definition.

### Figure 1. Six Year Graduation Rate and Still Enrolled Percentages of the Fall 2005 IPEDS First-time Freshman Cohort

- Graduated Georgia Southern University: 47%
- Not Attending: 27%
- Enrolled Other Institutions: 10%
- Enrolled GaSoU: 4%
- Graduated Other Institutions: 12%
Fall 2009 IPEDS First-time, Degree-seeking Transfer Cohort
Yearly Retention Rate by Student Classification upon Entry

<table>
<thead>
<tr>
<th>Student Classification (upon Entry)</th>
<th>Cohort</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
<td>CumGPA</td>
<td>n</td>
</tr>
<tr>
<td>Freshman</td>
<td></td>
<td>156</td>
<td>114</td>
<td>73.1</td>
<td>91</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
<td>657</td>
<td>517</td>
<td>78.7</td>
<td>429</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td>330</td>
<td>273</td>
<td>82.7</td>
<td>145</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td>66</td>
<td>45</td>
<td>60.2</td>
<td>18</td>
</tr>
<tr>
<td>Overall Totals</td>
<td></td>
<td>1,208</td>
<td>949</td>
<td>78.6</td>
<td>683</td>
</tr>
</tbody>
</table>

Note: These reports use the Integrated Postsecondary Education Data System (IPEDS) First-time, Degree/Certificate-seeking, Transfer cohort. The cohort includes 1) students entering in the prior summer term, and 2) students who entered the institution for the first time but previously attended a postsecondary institution at the undergraduate level. Enrollment year Cumulative Grade Point Average from the fall Enrollment Census file (reflects last CUMGPA prior to Fall).

Georgia Southern University, Office of Strategic Research and Analysis, Retention Report
Cohort Groups

Figure 1. First-Year Retention Rates

- **BUILD Cohorts**
  - 2006: 78.9
  - 2007: 80.7
  - 2008: 81.3
  - 2009: 79.5
  - 2010: 79.6
  - 2011: 77.2
  - 2012: 80.5

- **IPEDS Cohorts**
  - Min: 77.2
  - Max: 81.3

- **Min**: 78.1
- **Max**: 94.7

Note. From the Enrollment Census files.
It’s All About the Relationships!

• Student Relationships
• Campus Collaboration
Why focus on Relationships?

“In life you’ll realize there is a purpose for everyone you meet. Some will test you, some will use you, and some will teach you. But most importantly, some will bring out the best in you.”

Unknown
Positive and Consistent Relationships through Academic Advisement

Academic Advising at Georgia Southern

- Decentralized
- Required Advisement
- Four-Year Professional Advising
- Campus Involvement
Campus Collaboration

“Collaboration naturally inspires a sense of community within an organization, meaning that employees feel almost like they are a part of a family. Additionally, collaboration allows employees to learn from each other and the bosses.”

*The Importance of Collaboration in Today’s Workplace*
Brooke Campbell
Keys to Campus Collaboration

• Respect
• Persistence
• Grow Together
Examples of Campus Collaboration

- Recruitment
- Retention
- Progression
- Graduation
One Goal...One Team

“Alone we can do so little; together we can do so much.”

Helen Keller

“If two men on the same job agree all the time, then one is useless. If they disagree all the time, both are useless.”

Darryl F. Zanuck
In closing...

“Numbers have an important story to tell. They rely on you to give them a voice.”

Stephen Few