

How Are Your Numbers?

The Dean's Role in Recruitment, Retention, & Enrollment Management

Panelists:

David W. Chapman, Samford University

Mac Given, Neumann University

Bryce F. Sullivan, Belmont University

Presiding:

Douglas Biggs, University of Nebraska at Kearney

Transition to a College-Based Recruitment Strategy

David W. Chapman

November 4, 2011



Under 5000 enrollment, but 8 schools (Arts and Sciences, Business, Education, Arts, Law, Pharmacy, Nursing, Divinity)

Largest Private University in Alabama



138 undergraduate majors,
minors and concentrations





\$230M endowment
(top 5% of all U.S. universities)



University-Centered Recruitment

- Admissions sets recruitment goals (quality, diversity, geographical representation, etc.)
- Admissions selects and evaluates recruitment staff
- Admissions establishes and manages campus recruitment functions (e.g., campus visits, preview events, recruitment fairs, etc.)
- Admissions bears responsibility for meeting (or failing to meet recruitment goals)

Strategic Enrollment Management

Enrollment management refers to the traditional task of setting and meeting the goal of assembling a student body **Strategic enrollment management** is a broader, more dynamic task that begins with an understanding of the world around us, anticipates changes, probes institutional mission and goals, modifying them if necessary, and coordinates “campus-wide efforts in such areas as marketing, student recruitment, tuition pricing, financial aid, academic and career counseling, and curriculum reform.”

Thomas Williams, “Enrollment Strategies to Serve Tomorrow’s Students,” *AGB Priorities* 21 (2003).

Samford SEM Journey

Timeline	Activity
August 2007	Dean's retreat to discuss strategic enrollment management concepts
2007-08	SEM Committee reviews university goals, enrollment patterns, program capacity, market opportunities, etc.
2008-09	Deans set enrollment goals based on school and university priorities in collaboration with stakeholders (e.g., department chairs, program directors)
2009-10	First year of SEM action plan

College Goals

- Ensure that the undergraduate program remains committed to a liberal arts education
- 200 additional A&S students by 2015 (20% increase in majors)
- Targeted recruitment for underenrolled programs
- Targeted recruitment for interdisciplinary programs

Latin American Scholars



Struggling program that became a recruiting success story

Action Steps

- Hired a web designer to focus on A&S website
- Hired an Assistant Dean to work on advising and retention issues
- Hired an A&S recruitment coordinator
- Worked with Admissions to develop targeted scholarship funding for underenrolled programs
- Revised curriculum in some areas
- Provided special funding for interdisciplinary programs (e.g., travel funding for Latin American Scholars program)
- Increased faculty role in recruitment
- Involved more alumni and board members in recruitment
- Created Howard College Ambassadors to sponsor student visitors, work Preview Days, etc.

Howard College Ambassadors



“We talk to the parents.
The Ambassadors talk
to the students.”



Results

- Increased awareness of recruitment goals and faculty role in recruitment
- Less focus on zero sum growth (moving current students from one major to another)
- Dean, staff, and faculty much more aware of enrollment patterns and recruitment strategies
- Enterprising faculty have felt empowered
- 50% reduction in underenrolled programs
- Increased appreciation for current students
- Highly successful international recruitment effort

Challenges

- Effective communication with Admissions' staff (sometimes college recruitment officer left out of the loop)
- Conflicting priorities with Admissions
- Faculty concerns about added workload
- Failure to meet targets for enrollment growth
- Managing and sustaining new programs (particularly international students)

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The Dean's Role in Recruitment, Retention & Enrollment Management at Neumann University

Mac F. Given

Dean, Division of Arts & Sciences

November 4, 2011



Neumann University

- Founded in 1965 by the Sisters of St. Francis of Philadelphia
- Number of undergraduates has grown from approximately 1,000 in the mid-1990's to over 2,000
- Achieved university status in 2009-2010
- Mission Statement
 - “Neumann University educates a diverse community of learners based upon the belief that knowledge is a gift to be shared in the service of others and that learning is a lifelong process.”

Student Demographics

- Fall 2010 cohort:
 - ~50% first generation in family to go to college
 - 58% were placed in at least one developmental course
 - 27% stated that they intended to transfer to another institution
- Thus, our challenge is to “re-recruit” our freshmen!



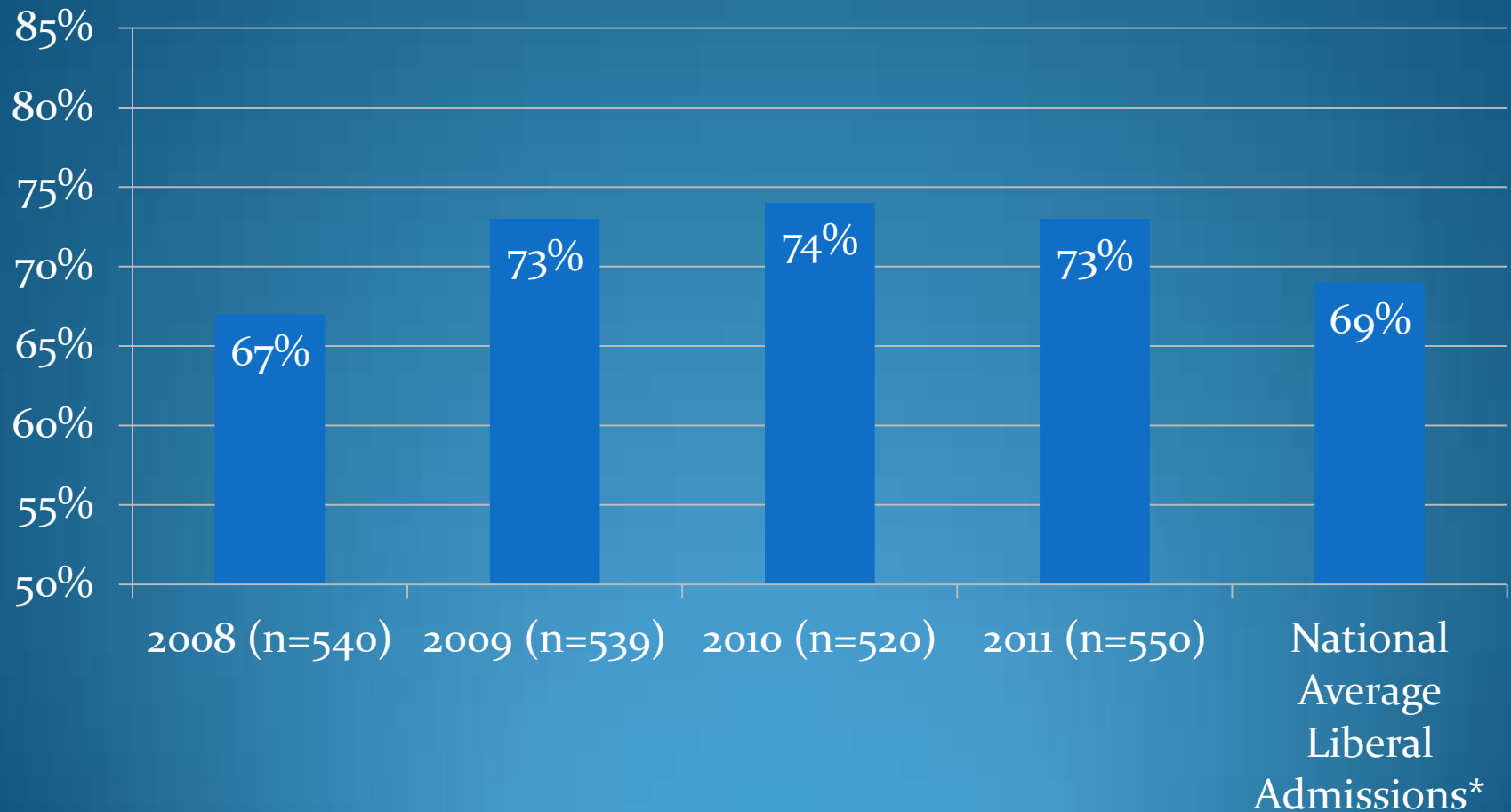
Major Grants

- Federal Title III Strengthening Institutions Grant (2008-2013)
 - Creation of an academic advising center
 - Appointment of director of developmental education
- Fund for the Improvement for Postsecondary Education (FIPSE) Grant (2010-2011)
 - Focus on expanding tutoring services in the sciences
- Federal Title IV Student Support Services Grant (2010-2015)
 - Provide academic coaching, structured learning assistance, financial aid counseling, etc. to 140 at-risk, under-prepared freshmen and sophomores
 - 59% of current freshmen and sophomores are eligible (fall 2010)

The Dean's Role Begins...

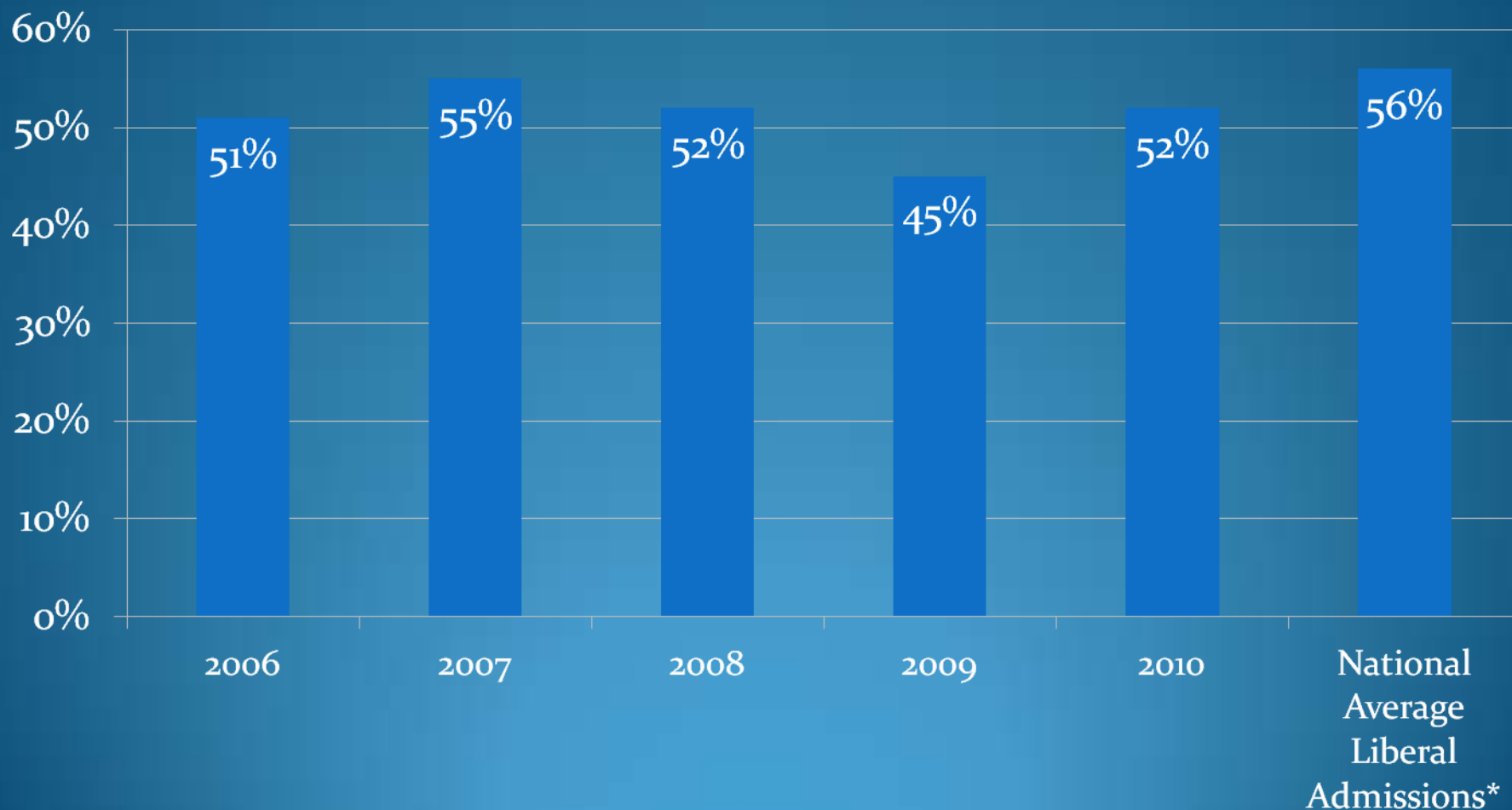
- Facilitate movement to a “data-driven” culture
 - Example: Began a division meeting with the following quiz (spring 2009):
 - 1. What was the retention rate of the fall 2007 freshman cohort?
 - 2. What was the four-year graduation rate of the fall 2004 freshman cohort?
 - 3. What percentage of incoming freshmen in fall 2008 were placed in at least one developmental course?
 - Are faculty perceptions aligned with “reality”?
 - Movement from a “harvesting” to “developmental” model of enrollment management

Neumann University Freshman to Sophomore Retention Rates



*Source: ACT Institutional Data File, 2011

Neumann University Six-Year Graduation Rates



*Source: ACT Institutional Data File, 2011

Outcomes Assessment of Title III Project

- Improve retention
- Improve graduation rate
- Improve success of students, those considered “at risk” in particular, in courses that historically act as barriers to progression
 - Spanish 101
 - Chemistry 101 and 107



Spanish – Average number of students per section earning final grades of C or higher



Chemistry – Promoting student success in legitimate gateway courses

- Chemistry 101
 - Taken in fall of freshman year by all students intending on majoring in Nursing
 - Standardized syllabi, common exams (with assessment), expanded tutoring services, and supplemental learning communities
- Chemistry 107
 - Taken in fall of freshman year by all students intending on majoring in Biology
 - New prerequisites
 - Offering Chemistry 107 again in spring semester
 - Piloting Chemistry 105 – a course that helps develop study, mathematical and critical thinking skills to prepare students for the rigor of Chemistry 107

Revamping Developmental Education

- Coordinated efforts with new Director of Developmental Education
- Three courses: ENG 094 (writing), ENG 100 (reading), and Math 092 (math)
- Dynamics of full-time faculty involvement
- ENG 100
 - Linking sections to core courses
- Math 092
 - Adoption of a “mastery model”



Advising Center

- Initiated in 2008; currently has a director and five advisors (3 full-time, 2 part-time)
- Focus on advising “undecided” students
- Freshman registration process – before and after 2008



Standardization of Multiple-Section Courses

- Common syllabi
- Common grading scales
- Common final exams (or alternatives to final exam)
- Full-time faculty as administrators of courses with multiple sections
- “Fairness”



Support of “Retention Alert”

Over 300 cases “closed” since implementation in early 2010

Closed Cases

Closure Reason	Types	Methods of Contact	Days Open	Action Count	Closed By	Closure Date
Close Case	Attendance	E-mail, Phone	180	16	Walsh-Kane, Erin	08/24/10
Close Case	Attendance, Needs Academic Support	E-mail, In person	164	10	Walsh-Kane, Erin	08/24/10
Close Case	Attendance	E-mail, In person, Phone	164	7	Nedbalski, Coleen V.	08/24/10
Close Case	Attendance	E-mail, In person, Phone, Voice mail	162	9	Walsh-Kane, Erin	08/24/10
Close Case	Attendance	E-mail, In person	168	8	Walsh-Kane, Erin	09/01/10
Close Case	Needs Academic Support	E-mail, In person, Phone, Voice mail	168	12	Walsh-Kane, Erin	09/01/10
Close Case	Other	E-mail, In person	7	7	Walsh-Kane, Erin	03/25/10
Close Case	Attendance	E-mail, Phone, Voice mail	158	5	Nedbalski, Coleen V.	08/24/10
Close Case	Attendance	E-mail, In person, Phone, Voice mail	168	5	Walsh-Kane, Erin	09/03/10
Close Case	Attendance	Phone	166	11	Walsh-Kane, Erin	09/01/10
Close Case	Attendance	E-mail, In person, Phone	168	8	Nedbalski, Coleen V.	09/03/10
Close Case	Attendance	E-mail, Phone, Voice mail	166	5	Walsh-Kane, Erin	09/01/10
Close Case	Attendance	E-mail, In person, Phone	30	12	Egan, Peggy	04/21/10
Close Case	Attendance	E-mail, In person, Phone	161	7	Walsh-Kane, Erin	09/01/10
Close Case	Attendance	E-mail, In person, Phone, Voice mail	159	8	Nedbalski, Coleen V.	08/30/10
Close Case	Attendance	E-mail, Phone, Voice mail	162	7	Walsh-Kane, Erin	09/02/10
Close Case	Attendance	E-mail, Phone	163	8	Walsh-Kane, Erin	09/03/10
Close Case	Other	E-mail, In person, Phone	160	12	Walsh-Kane, Erin	09/01/10
Close Case	Attendance	E-mail	157	5	Nedbalski, Coleen V.	08/30/10

Other activities

- Student Engagement Programming Grants
- Annual divisional retention report
- Revitalization of Honors Program
- Creation of new honors societies: CMA,
 - Political Science, and English



Course Scheduling and Enrollment Management

Bryce Sullivan, Dean
College of Arts and Sciences



Belmont University

Nashville, Tennessee

- 6,400 Students in 8 colleges and 1 school
- Tremendous growth in recent years
 - Doubled in size over 10 years
 - 16% increase in freshman class in 2011
- College of Arts and Sciences
 - 14 departments
 - Over 50 academic majors
 - 1,500 students
 - 120 full time faculty
 - Produce 40% of undergraduate and 25% of graduate SCH
- Faculty teaching load is 24 hours annually

Vision 2015

Fully Engaged and Well Compensated Faculty and Staff

Belmont people are fully engaged in challenging and demanding work and will share in the financial success of the university as salaries meet and exceed peers. Compensation will increasingly be tied to performance excellence.

Fully-Engaged Faculty

Sample Scheduling Guidelines:

- Classes will normally be offered in the range of 20 to 30 students.
- The minimum class size is normally 15 students.
- Individual faculty should average *at least* 20 students for all courses taught in a semester.

Enrollment Planning

- Plan course schedules based on historical data and anticipated enrollment
- Examine course fill rates for prior years in all disciplines
- Seek optimal number of sections in order to reach high fill rates

Growth Variables to Consider

- Net increase in seats over prior year's enrollment
- Percent increase as indicator of capacity (or over capacity) departmental offerings

	F10				F11		
	Sections	Seats	Filled	Fill Rate	Sections	Seats	Net
BIO	27	672	569	84.67%	27	682	113
CEM	15	226	216	95.58%	15	226	10
PHY	12	209	182	87.08%	11	189	7
COM	32	671	633	94.34%	30	636	3
PED	66	1368	1337	97.73%	66	1390	53
MTH	55	1364	1229	90.10%	57	1398	169
CSC	8	112	107	95.54%	9	134	27
EDU	12	120	101	84.17%	13	146	45
ENG	75	1457	1333	91.49%	75	1452	119
FLAN	42	693	594	77.78%	41	671	77
HIS	20	560	484	86.43%	20	560	76
MDS/JRN	23	574	481	83.80%	25	628	147
MDS/PR	6	149	119	79.87%	8	189	70
PHI	24	513	467	91.03%	21	443	-24
PSC	13	330	264	80.00%	14	370	106
PSY	19	455	368	80.88%	17	400	32
SOC	13	320	281	87.81%	13	320	39
Total	462	9793	8765	89.50%	462	9834	1069
Standard Deviation				6.14%			
F10	seats per section	21.19697			21.28571		

Fill Rates & Projected Increases			
	Fill Rate F10	Net Seats F11	% increase
COM	94%	3	0.47%
HIS	86%	76	15.70%
PSC	75%	106	40.15%
MDS	84%	147	30.56%
PRL	80%	30	25.21%
SOC	88%	39	13.88%
SOSS AVERAGE	84.50%		21.00%
ENG	91%	169	12.68%
FLAN	78%	77	12.96%
PHI	91%	16	3.43%
HUM Average	86.50%		12.79%
MTH	90%	169	13.75%
CSC	96%	27	25.23%
BIO	85%	113	19.86%
PSY	81%	32	8.70%
CEM	96%	10	4.63%
PHY	87%	7	3.85%
SOS AVERAGE	89.17%		12.67%
EDU	84%	45	44.55%
PED	96%	53	3.96%
	90.00%		24.26%

Department Chairs

- Conceptual shifts in models for planning
- Chairs often need help developing course schedules using data
- Reports can be created (e.g., using Argos) to give departments easy-to-use prediction models

Predictions and Actual Enrollment

	F10					F11			
	Sections	Cap	Seats	Filled	Fill Rate	Sections	Cap	Seats	Net
PSC 1210	4	25	100	78	78%	4	30	120	42
PSC 1300	1	25	25	20	80%	2	30	60	40
PSC 2000	3	30	90	89	99%	3	25	75	-14
PSC 3000	3	25	75	37	49%	3	25	75	38
PSC 4000	0	0	0	0	0%	0	0	0	0
PSC 3015	2	20	40	40	100%	2	20	40	0
TOTAL	13		330	264	80%	14		370	106
Seats per Section Projected			25.38462			Seats per Section Projected			26.42857
Seats per Section Actual			20.30769						

Revisions as Needed

- We had 16% increase in enrollment in the freshman class and had anticipated 6%
- We formed an advising task force to make sure freshmen had seats
- We created a report to show enrollment in courses where we would typically enroll new students (projected that students would need 1-2 of these types of courses)
- Added seats/lifted caps incrementally after each advising session

	COM 1100	CSC 1020	ENG 1050	ENL 2000+	FRE 1010	FRE 2010	GER 1010	GER 2010	HIS 1000+	HUM 1500	ITL 1010	MTH 1020	MTH 1080	MDS 1500	PHI 1000+	PSC 1210	SOC 1010	SPA 1010
MWF																		
8:00	20								6			17	21	16				
9:00	1		12		14							16	18		23			9
11:00	15				8			2	33				14					
12:00	9		12				8				6		18					
1:00	11					10			14		7				10		1	
2:00	17	7		4			14		24			16	14	9	8	16		19
3:00	0											16	16					18
4:00	4											16						
5:30	15												15					12
5:30 I	17															7		
5:30 II	9														2			
TR																		
8:00	9								40				19					
9:30	25								7			16	13		12			
11:00															4	17		
12:30	9	7											14		4			
2:00	35	7		15								16	15		13	30		
3:30										9		16	23					
5:30 I												16						
5:30 II												16						
	196	21	24	19	22	10	22	2	124	9	13	161	200	25	76	70	1	58

Courses by Time of Day

Incoming First Year Students				
	Projected	Electives needed		Total Seats
CAS	193	2.5	REL, MTH,	482.5
COBA	69	2.5	REL, MTH,	172.5
CEMB	444	1.0	REL, MTH,	444
CHS	82	1.0	PED	82
CVPA	201	1.0	PED	201
REL	12	2.5	REL, MTH,	30
UC	0	0.0		0
Undecided	109	2.5		272.5
	1110			1684.5

Examine Predicted Demand and Add Capacity As Needed

Big Picture

	Sections	Seats Available	Seats Filled	% filled	Students/Section
Fall 2010	326	7221	7029	97.3	21.56
Fall 2011	358	8073	7739	95.9	21.62

Fill rate was good with a lot less stress.

Big Picture

- The Provost is happy with our fill-rates.
- We have better data to show our need for new faculty lines.
- Chairs now request reports to assist in schedule development.

Future Planning

SCIENCE GEN ED			
	S09	S10	S11
BIO	6	7	6
PHY	4	4	4
PSY	8	8	9
CEM	0	1	2
TOTAL	18	20	21

Faculty Workload

- Faculty workload reports
- Pulled from Banner using Argos
- Adjustments required
- Reviewed by the Provost
- Reviewed by the President when new faculty lines are requested

Faculty Workload Report

Last Name	Subject	Course	SeqNo	Title	Cred	Enrolled	SCH	Workl
Davis	PHI	1600	07G	Introduction to Ph	3	22	66	3
Davis	PHI	1600	08G	Introduction to Ph	3	22	66	3
Davis	PHI	3015	01R	Junior Cornerston	3	20	60	3
Davis	PHI	4100	1	Philosophical Rea	3	12	36	3
Davis	HON	4350	8	Honors Tutorial	1	1	1	0
Davis	HON	4350	36	Honors Tutorial	1	1	1	0
Davis Total						78	230	12
Anderson	ENL	3300	1	Classical Mytholog	3	9	27	0
Anderson	PHI	1600	01G	Introduction to Ph	3	22	66	3
Anderson	PHI	1600	06G	Introduction to Ph	3	22	66	3
Anderson	PHI	2330	01G	Hist of Phi:Ancien	3	21	63	3
Anderson	GRK	3990	01G	Special Topics	3	2	6	0
Anderson	CLA	3300	1	Classical Mytholog	3	11	33	3
Anderson Total						87	261	12

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