

Strategic Enrolment Management: How Can Institutional Research Help?

Ian Calvert and Bruce Winer, Carleton University

<http://oirp.carleton.ca>

Peter Seto, Mount Royal College

<http://www.mtroyal.ab.ca/oiap>

Strategic Enrolment Management Summit

Ottawa Canada 2008-04-24

Old Scottish Proverb:

You don't make sheep any fatter by weighing them

Outline

- Introduction
- Data from Enterprise Systems
- Survey Data
- Demonstration
- Discussion

Sources of Information

- External:
 - Environmental scans
 - Federal information systems
 - Provincial information systems
 - Associations
 - Consortium surveys
 - Media

- Internal:
 - Administrative information systems
 - Surveys
 - Focus groups

Levels of Information

- Inter-institutional statistics/forecasts (e.g., cross-institutional application and registration activity)
- Institutional statistics/forecasts
- Program level (e.g., applicant vs. registrant profiles; course-taking patterns; cohort tracking)
- Discipline/course level (e.g., “DFW rates”)
- Individual (applicant/student/drop-out/graduate) data

Environmental Scans

- Demography
- Labour market
- Other trends (e.g., technological)
- Federal government policy and priorities
- Provincial government policy and priorities
- Educational research (e.g., pedagogy, post-secondary education)
- Competitors: missions, programs, services, fees, marketing, performance

Planning Cycle

- Plan
- Implement
- Evaluate/Assess

Fall Term

- New admissions vs target:
 - Numbers (headcount, full-time equivalency)
 - Representation (designated groups)
 - Entering averages
 - Yields (by region, choice, etc.)
- Continuing student winter-to-fall retention vs target
- Scholarships and other financial aid
- Examples of surveys: student satisfaction with services; leavers; applicant accepted-declined or “no-show”
- Other performance measures

Winter Term

- Current students:
 - New admissions against target (if January intake)
 - Fall-term grades (semester-semester continuation, DFW analysis)
 - Examples of surveys: engagement, satisfaction, program evaluation
- Applicants for upcoming Fall term:
 - Application/approval rates against target
 - Application funnel/pyramid
 - Applicant profile: e.g., source of students by admission type, high school source
 - Examples of surveys: applicant intentions
- Applicant/application/enrolment activity for previous Fall term:
 - Provincial information available (e.g., Alberta)
 - Single and multiple application

Spring/Summer Term

- Current students:
 - New admissions against target (if summer intake)
 - Grades from Fall and Winter
 - Examples of surveys: applicant decisions; incoming new students
- Applicants:
 - Application/approval/acceptance/registration rates against target
- Fall term course registration:
 - Student course loading
 - Course/section fill rate
 - New 'admit' and continuing student registrations (year / year comparison)

Examples of Consortium Surveys

- **Academica:**
 - University and College Applicant Study (UCAS)
 - Acceptance Declined Survey (ADS)
- **Canadian University Survey Consortium (CUSC)**
 - Three-year cycle: first-year / all years / graduand
- **National Survey of Student Engagement (NSSE)**
- **Before University Survey of Student engagement (BUSSE)**
- **Cdn. Graduate & Professional Student Survey (CGPSS)**
- **Graduate placement**

What Consortium Surveys Can Tell Us

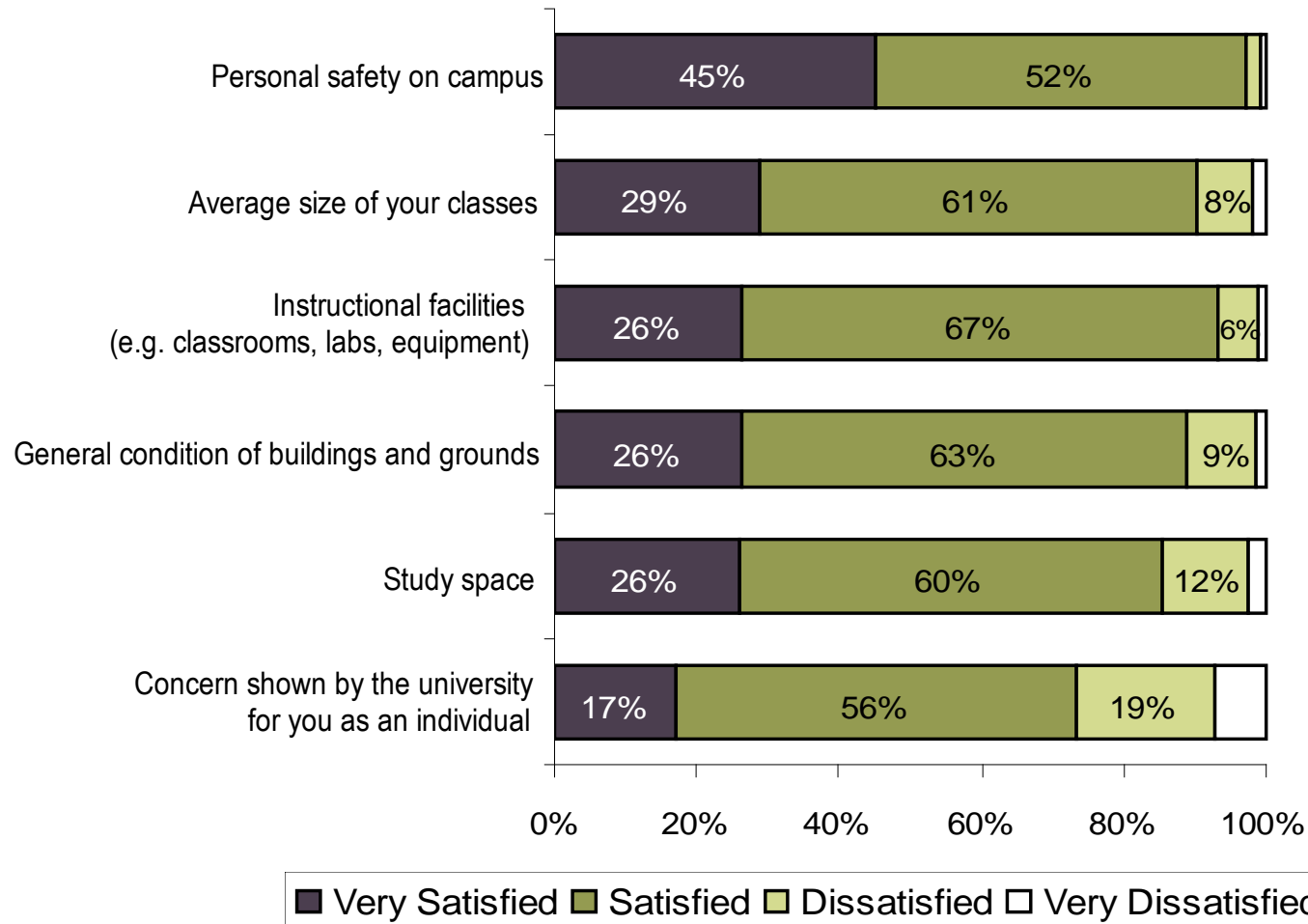
- How do we compare with other institutions?
- How do our applicants/students/graduates compare?
 - Expectations
 - Information gathering (e.g., website, on-campus visit)
 - Engagement
 - Hours worked (and perceptions about impact on studies)
 - Finances
 - Outcomes (e.g., further education, job placement)
- Key factors affecting institution choice
- Ratings of academic experience and instructors that can be “tri-angulated” with institutional SEI data and other assessment data
-
-

CUSC 2006: Graduating Students

Reasons Why Respondents Would Recommend Their University to Others

	Carleton 2006	Carleton 2003	Groups 2 and 3
The program	83 %	76 %	74 %
The professors	69	56	64
Student services	24	20	21
Relevance of my program for job opportunities	33	33	33
Relevance of my program for growth and development	30	31	32
Quality of student/campus life	41	37	35

CUSC 2007: First-Year Respondents Satisfaction with University Experiences % of Carleton Respondents



NSSE 2006: First-Year Respondents University Most Needs to Address... in Class

	Carleton	Ontario (excluding Carleton)
1	Improving the quality of teaching assistants (35%)	Ensuring a better fit between course content, assignments and tests/exams (25%)
2	Improving the quality of course instruction by profs (22%)	Improving the quality of course instruction by profs (24%)
3	Reducing class sizes overall (19%)	Improving the quality of teaching assistants (22%)

Examples of Institutional Surveys

- Academic program review
- Student service review
- Student evaluation of instruction
- Administrative unit review
- Safety
- Customer satisfaction
- Institutional reputation and positioning
- Applicants accepted-declined
- Alumni
- Leavers

What Institutional Surveys Can Tell Us

- Program, course, and instructor feedback
- Specific services: awareness, importance, and satisfaction
- Transportation and parking information for campus master planning and for working with municipal transportation authorities
- Student service integration and continuity for grouping advising, registration and academic support services
-
-
-

An Effective Enrolment Management Tool Is ...

- Available to Deans, Chairs, Program coordinators and Enrolment Services staff (recruitment, admissions, advising, registration units)
- Flexible enough to deliver preset reports or provide the ability to slice/dice for “power users”
- Served from a centralized data set (cube or data mart) to ensure data integrity and currency
- Specialized to focus in on singular subjects: prospect, applicant or registrant
- Grounded on an intimate knowledge of business process that connects with the operational data
- Delivered using a common interface or application for ease of maintenance and for training end-users

Demonstration: How Data Cubes Can Support Enrolment Management

- Admissions
- Enrolment
- Grades
- Retention
- Courses

SEM Summit Discussion Questions

1. As a senior enrolment manager in your institution, what are your data challenges?
 - Technical (data acquisition, integrity, reliability)?
 - Operational (central repository, de-centralized user created/maintained data sets)?
 - Usability (reporting tools, ease of use, training)?
2. Is there a common set of indicators that you rely on for SEM?
3. Do you use formal tactical or operational assessment processes? How does the data you collect integrate with your assessment efforts?

SEM Summit Discussion Questions (continued)

4. Is there a place and what is the appetite among institutions for SEM benchmarks and comparison?
5. What are the various ways that we can organize institutions through a consortia approach to identify common indicators/data? Nationally, regionally, by institution type, or other interests?
 - Common University Data Ontario (CUDO)
<http://www.cou.on.ca/bin/relatedSites/cudo.cfm>
 - Consortium for Student Retention Data Exchange (CSRDE)
<http://www.ou.edu/csrde/index.html>