THE HISTORY AND FUTURE OF ENROLLMENT MANAGEMENT

Presented by:
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and
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THE HISTORY AND FOUNDING PRINCIPLES OF ENROLLMENT MANAGEMENT

THE THEORIES LEADING TO BEST PRACTICES
The term “Enrollment Management” was first used in a 1976 article in Boston College’s alumni magazine.

It was created at a time of crisis at the university.

Since then, the concept has been adopted at most universities throughout the United States.
What is Enrollment Management?

A process that integrates functions having to do with recruiting, funding, tracking, retaining, and replacing students as they move toward, within, and away from a university.

**Hallmarks:**

- Collaboration across functions
- Involvement of multiple professionals
- Integration of the latest information technologies
- Assertion of strong, energetic leadership
- Coordination of efforts support a coherent, grand design
Goal #1: Marketing & Admissions

To develop marketing and admissions programs to attract qualified students in desired numbers.

The Checklist:

• Who is responsible for admissions at your university? Is this a person or team?
• How do you involve faculty, alumni, and students in recruitment?
• Do you have an adequate budget, staff, and new student orientation program to ensure success?
• What impressions are given to people who visit your university and website, or talk to current/former students and parents?
• What mechanisms (e.g., electronic communication, social media, on-campus programs, off-campus visits/receptions) do you have for communicating with key audiences? Who are your key audiences?
Goal #2: Research & Information Flow

To create an integrated student database and a capacity to use student information systems for coordinated planning, communications, and research.

The Checklist:

- What systems are you using to manage student information?
- How satisfied are you with these systems?
- Outside of IR, which offices know how to use them?
- Can you obtain a prompt and accurate “snapshot” of student inquiries, applications, and enrollments at all levels at all times of the year?
- In what ways do you use student data to help inform decision-making?
- Are research projects designed to help solve real challenges on campus?
- How are you using technology to develop rapid-response, personalized, and targeted communications?
Goal #3: Market Predictions & Institutional Response

To develop a capability to anticipate immediate and long-term student interest and methods for improving the university’s ability to provide for these interests.

The Checklist:

- Has your university prepared long-range (5- to 10-year) academic and fiscal plans that connect university goals with realistic enrollment objectives?
- Are these plans adaptable to changing circumstances?
- How well known are these plans among the individuals who will be contributing to their success? To what extent do they have a voice in shaping the plans?
- How achievable are the plans? Do they include well-defined goals and methods for fulfillment?
- Do they include relevant external trends and forces to inform the strategic planning process?
Goal #4: Financial Aid Strategy

To implement pricing and financial aid strategies that will optimize the university’s ability to attract and retain the desired academic and socioeconomic mix of students.

The Checklist:

- Are you satisfied that your university is priced properly? Do you sense that you are over or underpriced relative to your competitors?
- Are you worried that cost-related increases make your university unaffordable for target families?
- Do you have any plans for reducing tuition dependence in the operating budget? What other sources of revenue can do more to support the university?
- Do you have a comprehensive financial aid (scholarship) policy at your university? How do you establish priorities for deciding who is eligible for limited funds?
Goal #5: Retention & Transfers

To monitor and provide intervention strategies related to student satisfaction and retention. When attrition occurs, open channels of entry for students who began their undergraduate education at another institution.

The Checklist:

- Are you measuring, through research, student satisfaction as well as retention?
- Are you collecting attitudinal feedback as well as behavioral data?
- Do you have offices/personnel to counsel students who are struggling or considering leaving the university?
- Have you identified characteristics of students who are “at risk”?
- Are faculty and staff alerted to these characteristics and trained to notify the appropriate staff to intervene?
- Are transfer students treated as high priority candidates?
Goal #6: Organization for Enrollment Management

To organize departments/roles in a way that facilitates the coordination of staff, the flow of information, and the integration of enrollment management decisions.

The Checklist:

- Are you satisfied with the coordination among institutional research, marketing, recruiting, pricing/financial aid, student satisfaction, and retention at your university?
- In what ways do staff share information? What more can be done to streamline decision-making and achieve synergies?
- To what extent does the collaborative organizational structure contribute to overall success in cross-functional ways?
## Progress in Enrollment Management

<table>
<thead>
<tr>
<th>Goals of Enrollment Management</th>
<th>1976</th>
<th>2006</th>
<th>2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Marketing Admissions</td>
<td>C-</td>
<td>B+/F</td>
<td>?</td>
</tr>
<tr>
<td>II. Research / Information Flow</td>
<td>D</td>
<td>B</td>
<td>?</td>
</tr>
<tr>
<td>III. Market Prediction / Institutional Response</td>
<td>F</td>
<td>C</td>
<td>?</td>
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<tr>
<td>IV. Financial Aid Strategy</td>
<td>D-</td>
<td>B+/F</td>
<td>?</td>
</tr>
<tr>
<td>V. Retention / Transfer</td>
<td>D</td>
<td>B-</td>
<td>?</td>
</tr>
<tr>
<td>VI. Organization for Enrollment Management</td>
<td>D</td>
<td>C</td>
<td>?</td>
</tr>
</tbody>
</table>
What would you grade the current state of Marketing & Admissions?

A. A
B. B
C. C
D. D
E. F

Bar chart showing percentages:
- A: 7%
- B: 38%
- C: 45%
- D: 7%
- F: 3%
What would you grade the current state of Research & Information Flow?

A. A  
B. B  
C. C  
D. D  
E. F

- A: 7%  
- B: 17%  
- C: 33%  
- D: 40%  
- F: 3%
What would you grade the current state of Market Prediction & Institutional Response?

A. A
B. B
C. C
D. D
E. F

[Bar chart showing the percentage distribution of grades:]
- A: 0%
- B: 15%
- C: 27%
- D: 45%
- F: 12%
What would you grade the current state of Financial Aid Strategy?

A. A  
B. B  
C. C  
D. D  
E. F

Bar chart showing:
- A: 4%  
- B: 11%  
- C: 36%  
- D: 25%  
- F: 25%
What would you grade the current state of Retention & Transfers?

A. A
B. B
C. C
D. D
E. F
What would you grade the current state of Organization for Enrollment Management?

A. A
B. B
C. C
D. D
E. F

- A: 3%
- B: 34%
- C: 38%
- D: 19%
- F: 6%
CASE STUDY: BOSTON COLLEGE

FROM A VICIOUS CYCLE TO A VIRTUOUS CIRCLE
Weakened Product/Programs (Actual and Perceived)

- Excess Capacity
- Reduced Quality
- Reduced Diversity

Revenue Loss, Budgets Deficits

Further Weakened Product (Deferred Maintenance, Faculty/Staff Cuts)

Reduced Demand, Increased Excess Capacity

Weakened Product/Programs (Actual and Perceived)
Boston College’s Crisis Point

- Persistent, annual, multi-million dollar revenue loss.
- Siloed operations relevant to enrollment success.
- Too few candidates for admission to meet needed enrollment goals.
- Tensions between financial aid and admissions operations.
- Slipping reputation in the marketplace.
- Projections of shrinking student geomarkets.
- No systems in place to monitor and improve student satisfaction and retention.
- Deferred maintenance due to budget shortfalls.
Boston College’s Action Plan

- Integrate offices most important to enrollments with a chief enrollment officer to lead the teams.
- Conduct market research to assess image, family priorities, and messaging strategies.
- Identify through research the most promising new markets.
- Build student and alumni recruitment volunteer programs.
- Incentivize students to transfer to Boston College from other universities.
- Orient financial aid to willingness to pay as well as affordability.
- Organize systems for measuring student satisfaction and retention as well as imbedding intervention strategies in offices throughout the campus.
Strengthened Programs, New Programs, Service Development

Improved Enrollment and Student Satisfaction

Increased Quality, Increased Diversity

Revenue Gains, Balanced Budgets, “Surplus”

Increased Selectivity, Strengthened Product, Enhanced Morale

Strengthened Programs, New Programs, Service Development

Increased Demand, Full Capacity, “Ideal” Enrollment

Virtuous Circle
Applications for admission tripled, increasing selectivity and creating excess demand.

New student enrollments increased by 30%.

With more revenue, BC was able to build residence halls to increase enrollment capacity.

National rankings rose, further increasing student demand and geographic reach.

New recreational facilities were built.

The level of student engagement grew, leading to higher morale on campus.

The student graduation rate increased from 70% to 90%.
SOCIO-ECONOMIC CONTEXT FOR EMERGING ENROLLMENT MANAGEMENT OPERATIONS

CHALLENGES FACING THE U.S. AND OTHER COUNTRIES
How much richer are the richest 20% than the poorest 20%?

www.equalitytrust.org.uk
Inequality has increased with each expansion in the postwar era.

- Percent share of income growth received by the top 10 percent and bottom 90 percent of earners during expansions.

- The bottom 90 percent has continued to experience a decline in income, meaning their share of income gains has been negative.

Source: Pavlina R. Tcherneva calculations based on data from Thomas Piketty and Emmanuel Saez and N.B.E.R.
Unemployment Rates in the U.S. for Workers in Selected Deciles of Household Incomes

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Lowest ($12,499 or less)</td>
<td>30.8%</td>
</tr>
<tr>
<td>Second ($12,500 to $20,000)</td>
<td>19.1%</td>
</tr>
<tr>
<td>Fourth ($30,000 to $39,999)</td>
<td>12.2%</td>
</tr>
<tr>
<td>Sixth ($50,000 to $59,999)</td>
<td>7.8%</td>
</tr>
<tr>
<td>Eighth ($75,000 to $99,999)</td>
<td>5.0%</td>
</tr>
<tr>
<td>Ninth ($100,000 to $149,999)</td>
<td>4.0%</td>
</tr>
<tr>
<td>Top ($150,000 or more)</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

- Laborer (min. wage)
- Social worker ($20-$50k)
- Nurses & Teachers
- Financiers, CEO (highest paid = 112.5M+)
- Athletes, Movie Stars
Health and social problems are not related to average income in rich countries.

Index of:
- Life expectancy
- Math & Literacy
- Infant mortality
- Homicides
- Imprisonment
- Teenage births
- Trust
- Obesity
- Mental illness – including drugs & alcohol addiction
- Social mobility

Source: Wilkinson & Pickett, *The Spirit Level*
www.equalitytrust.org.uk
Health and social problems are worse in more unequal countries.

Index of:

- Life expectancy
- Math & Literacy
- Infant mortality
- Homicides
- Imprisonment
- Teenage births
- Trust
- Obesity
- Mental illness – including drugs & alcohol addiction
- Social mobility

Source: Wilkinson & Pickett, *The Spirit Level*
www.equalitytrust.org.uk
Tuition Sorcerers

The father of enrollment management, Jack Maguire, thinks fat-cat colleges not enrolling more poor kids is a far worse sin than financial aid leveraging.

Despite the windowless, box-like atmosphere inside the elite conference room of the Sheraton in downtown Chicago, Colin Gruber has to be impressed by his audience: a smattering of the 1,200 top admissions and financial aid officials from 635 different schools who have gathered to set policies that determine which kids get into which college and how much money they'll receive.

Cutting to the chase, Gruber, a consultant, launches by asking a poll: "How many of you would say that the primary motivation for offering student merit scholarships is to reward academic achievement?"

Not a single person raises his or her hand.

That response goes a long way to explain college tuition rates that have risen 10% in the last decade while median household income has declined 8% over the same period. And why student debt levels have hit $1.2 trillion, a burden that accompanies even U.S. household credit card debt.

Elite universities like Harvard, Stanford and others at the top of the FORBEST list exist in their own orbit—they admit students without factoring in need, rely on multi-billion-dollar endowments providing generous grants for the middle-class and poor. (Get into any Ivy League school with a family income of less than $60,000 and you can pretty much expect a free ride.)

Then there’s the rest of American higher education: the 95% of schools that don’t have a pipeline to endowments with full independence on grants, admitting virtually any high school senior able to fill out an application. It’s not a stable model. So those not raising their hands in Gruber’s seminar do so knowing that one of their core illusions is to ensure that revenue—a.k.a. tuition—keeps flowing and growing, ever higher. Especially when so few constituents—Sallie Mae and other guaranteed lenders, the GI Bill and other federal programs, parents—pay attention to what’s driving the price that 32 million American college students pay.

As it turns out, the tuition pricing at America’s universities has evolved into something akin to a discount mattress retailer, though Gruber’s employer, a consulting firm, Noel-Levitz, has come up with a more elegant name for it: “financial aid leveraging.” Noel-Levitz might be the most influential force in higher education pricing that you’ve never heard of, engineering what’s become a three-stage, matrix-distorting game for college administrations. First, conjure up as high a sticker price as possible for tuition. Second, schools play a lot of the extra money into student amenities, including country-club perks that outwardly justify it—and help with college rankings that reward such excesses. Finally, use your financial aid plan not necessarily to help needier students but rather to offer discounts to less needy kids who might see the rest of that inflated tuition price as possible for tuition. Second, schools play a lot of that extra money into student amenities, including country-club perks that outwardly justify it—and help with college rankings that reward such excesses. Finally, use your financial aid plan not necessarily to help needier students but rather to offer discounts to less needy kids who might see the rest of that inflated tuition price as possible for tuition. Second, schools play a lot of that extra money into student amenities, including country-club perks that outwardly justify it—and help with college rankings that reward such excesses. Finally, use your financial aid plan not necessarily to help needier students but rather to offer discounts to less needy kids who might see the rest of that inflated tuition price as possible for tuition. Second, schools play a lot of that extra money into student amenities, including country-club perks that outwardly justify it—and help with college rankings that reward such excesses. Finally, use your financial aid plan not necessarily to help needier students but rather to offer discounts to less needy kids who might see the rest of that inflated tuition price as possible for tuition. Second, schools play a lot of that extra money into student amenities, including country-club perks that outwardly justify it—and help with college rankings that reward such excesses. Finally, use your financial aid plan not necessarily to help needier students but rather to offer discounts to less needy kids who might see the rest of that inflated tuition price as possible for tuition. Second, schools play a lot of that extra money into student amenities, including country-club perks that outwardly justify it—and help with college rankings that reward such excesses. Finally, use your financial aid plan not necessarily to help needier students but rather to offer discounts to less needy kids who might see the rest of that inflated tuition price as possible for tuition. Second, schools play a lot of that extra money into student amenities, including country-club perks that outwardly justify it—and help with college rankings that reward such excesses. Finally, use your financial aid plan not necessarily to help needier students but rather to offer discounts to less needy kids who might see the rest of that inflated tuition price as possible for tuition.
# Feedback on Megatrends

<table>
<thead>
<tr>
<th>I. Income Inequality</th>
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<tbody>
<tr>
<td>II. College Selection Process:</td>
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<tr>
<td>i. Definitions of Q (Test Scores vs Income)</td>
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<td>ii. Explosive Growth of Multiple Applications</td>
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<td>III. Diminution of “Grit”:</td>
</tr>
<tr>
<td>i. Less Homework</td>
</tr>
<tr>
<td>ii. Higher Anxiety Levels</td>
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<td>iii. Helicopter Parents</td>
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<td>IV. Rampant Technology ➔ Marketing Abuses</td>
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<tr>
<td>V. Education at All Levels in America is Struggling</td>
</tr>
<tr>
<td>i. Teaching Profession</td>
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<tr>
<td>ii. “Gated” Colleges</td>
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<tr>
<td>iii. Government Intervention in the Age of Trump</td>
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</tbody>
</table>
Megatrend 1: Income inequality will have a major impact on American higher education.

A. Strongly Agree  73%
B. Somewhat Agree  24%
C. Neutral  0%
D. Somewhat Disagree  0%
E. Strongly Disagree  3%
Megatrend 2: The explosive growth of multiple applications is negatively affecting the college selection process.

A. Strongly Agree
B. Somewhat Agree
C. Neutral
D. Somewhat Disagree
E. Strongly Disagree

![Bar chart showing the distribution of responses: 31% Strongly Agree, 28% Somewhat Agree, 11% Neutral, 28% Somewhat Disagree, and 3% Strongly Disagree.]
Megatrend 3: There has been a large diminution of resilience, or “grit,” among high school and college students.

A. Strongly Agree
B. Somewhat Agree
C. Neutral
D. Somewhat Disagree
E. Strongly Disagree
Megatrend 4: Major advances in technology have often led to marketing abuses in higher education.

A. Strongly Agree
B. Somewhat Agree
C. Neutral
D. Somewhat Disagree
E. Strongly Disagree
Megatrend 5: Education at all levels in America is struggling.

A. Strongly Agree  
B. Somewhat Agree  
C. Neutral  
D. Somewhat Disagree  
E. Strongly Disagree
THE FUTURE OF ENROLLMENT MANAGEMENT

EMBRACING COMPLEXITY
It doesn’t take an Einstein . . .

... to know that Enrollment Management needs to be reformulated for the new world of higher education – a world in which virtual communities proliferate, global boundaries are erased, “stealth applicants” abound, and U.S. News, MySpace and Facebook shape the expectations of those making college-choice decisions.
“Dark Matter” Populations

- Prospects Not Targeted
- Targeted Prospects Who Never Inquired
- Inquirers Who Never Applied
- Applicants Not Admitted
- Enrollees Who Never Graduated
- Admits Who Never Enrolled
- Alums Not Supporting
EM = C^2  A New Formula for Enrollment Management

E = Enrollment redefined and broadened to describe, from the community member’s perspective, a process of joining, experiencing, contributing to and transitioning from all kinds of virtual and physical communities.

M = Management redefined and broadened to describe, from the institution’s perspective, a process of understanding, inspiring, engaging and leveraging all kinds of virtual and physical communities.

C^2 = Community of Communities where the institutional community is redefined as the current expression of mission and values that inspire and hold together its various affiliated communities over time.
# The EM=C² Matrix

<table>
<thead>
<tr>
<th>E-Axis</th>
<th>M-Axis</th>
<th>MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>JOIN</td>
<td>UNDERSTAND</td>
</tr>
<tr>
<td>ENROLLMENT</td>
<td>Understand why and how individuals select and join (or do not) this community.</td>
<td>Inspire individuals to select and join this community.</td>
</tr>
<tr>
<td></td>
<td>FULFILL</td>
<td>UNDERSTAND</td>
</tr>
<tr>
<td></td>
<td>Understand why and how members fulfill (or do not) their needs in this community.</td>
<td>Inspire members of this community to more meaningfully fulfill their needs.</td>
</tr>
<tr>
<td></td>
<td>REPRESENT</td>
<td>UNDERSTAND</td>
</tr>
<tr>
<td></td>
<td>Understand why and how members of this community choose to (or not to) represent the school.</td>
<td>Inspire members of this community to represent the school.</td>
</tr>
<tr>
<td></td>
<td>STEWARD</td>
<td>UNDERSTAND</td>
</tr>
<tr>
<td></td>
<td>Understand why and how members choose to (or not to) steward the school.</td>
<td>Inspire members of this community to steward the school.</td>
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The Importance of Student Satisfaction and Retention

- Many U.S. universities fail to focus on student satisfaction.
- We have seen more emphasis on this important dynamic in Japanese institutions.
- The big step in Japan is to move from analysis to implementation.
A More Complex Enrollment Management Strategy

Adopting a life-cycle perspective.

• Provides entry points at different phases.
• Speaks to who is making decisions at each phase.
• Tailors communications to multiple audiences.
QUESTIONS AND DISCUSSION

Thank You!