THE HISTORY AND FUTURE OF ENROLLMENT MANAGEMENT

Presented by:

Dr. John Maguire

and

Linda Cox Maguire

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THE HISTORY AND FOUNDING PRINCIPLES OF ENROLLMENT MANAGEMENT

THE THEORIES LEADING TO BEST PRACTICES

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The Original Enrollment Management Concept

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.

To the organized, go the students

The University operates with an Enrollment Management system that utilizes techniques ranging from 'marketing' to retention studies to insure high quality and numbers of students

by John Maguire

The next decade, most experts tell us, will be one of retrenchment for private higher education. Already there are application and enrollment drops that presage belt-tightening for the prestigious, and huge deficits, sagging faculty and student morale, and possible closings or mergers for many less fortunate colleges and universities.

The ominous signs are all around us. For one thing, the national birth rate has continued to plunge at a precipitate rate, so that there will be about 30 percent fewer 17-year-olds eligible for college in the late 1980s than there have been in recent years. Even more alarming is the perception among a growing number of young people today that, with escalating college costs and diminishing payoffs in terms of guaranteed career opportunities, a post-secondary education simply may not be worth the huge investment.

Boston College, as a private university with almost total dependence on tuition income, is in a particularly vulnerable position. An unanticipated shortfall of little more than two percent of the undergraduate student body would result in an immediate $1 million operating deficit. Six years ago, without warning, an even more serious deficit actually did occur and the reverberations from those bleak days of sharp tuition increases and a subsequent student strike are only now subsiding.

Today, all around the country, at other outstanding institutions such as the Universities of Detroit and San Francisco, as well as a myriad of smaller, weaker colleges, problems of enrollment drops, faculty cutbacks and budget crises are compounding. Within the past few months, one of the most important universities in the country, faced with an unanticipated large deficit, had to scurry for 100 additional freshmen after all notices of acceptance and rejection had long since been mailed to anxious applicants. And not all schools are so fortunate as to be able to offset such losses at the 11th hour.

But what does all this mean for this university in 1976 and beyond, into the next decade? Are we simply at the mercy of runaway economic and cultural forces that doom any optimistic vision of our future? Or can we plan in such a way as to force our fortunes to be decidedly different from others with less foresight?

Boston College takes the position that through conscientious planning and measured decision-making, we can exert significant influence over our destiny. To facilitate this, the University has undertaken during the last three years the most comprehensive long-range academic and fiscal planning in its 113-year history.

One of the major fruits of the effort has been the emergence of the concept of Enrollment Management. Simply stated, Enrollment Management is a process that brings together often disparate functions having to do with recruiting, funding, tracking, retaining and replacing students as they move toward, within and away from the University. Although these various strategies are, to one degree or another, widespread in most colleges and universities, Boston College has recently been on the leading edge of the growing movement to reduce fragmentation by systematizing and integrating these fields into one grand design.

There are five major goals of the University's evolving Enrollment Management program:

Marketing admissions

Boston College must continue to develop an admissions marketing program to attract outstanding students in sufficient numbers during a period of possible national enrollment declines.

Until four or five years ago the mere mention of the word "marketing," in the context of recruiting students, would probably have induced instantaneous dyspepsia in a faculty member or academic administrator. Now, due to a more sophisticated understanding of the marketing concept (and also because at many institutions livelihoods are threatened), colleges and universities are becoming more comfortable with this term.

The word, it must be emphasized, is not to be confused with hucksterism and slick sales techniques. Marketing is a systematic effort to merge institutional strengths with consumer (student) interests. The starting point for Boston College was the development of a long-range academic plan, which brought into sharper focus our institutional goals and objectives, as well as the specific programs that could best meet those goals. The next step becomes the identification of potential students whose interests and abilities best coincide with these offerings.

Although the admissions office is the most visible marketing agent in the University, a successful marketing effort has its foundation in outstanding programs and faculty. The task of a good admissions operation is to communicate these strengths to the student marketplace in a forthright and persuasive fashion.

In the past five years at Boston College, we have witnessed a startling increase in freshman/transfer applications, from 7,000 to 14,000. The reasons for this good fortune are many and certainly should not be attributed exclusively to better marketing. Boston College benefitted and

John Maguire, '61, Ph.D. '66, has been Dean of Admissions, Records and Freshman Financial Aid for the past 14 months. Dean Maguire has been a frequent contributor to campus and alumni publications and is a respected commentator on national trends in university admissions.

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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?

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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?

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Progress in Enrollment Management

Goals of Enrollment Management	1976	2006	2026
I. Marketing Admissions	C-	B+/F	?
II. Research / Information Flow	D	B	?
III. Market Prediction / Institutional Response	F	C	?
IV. Financial Aid Strategy	D-	B+/F	?
V. Retention / Transfer	D	B-	?
VI. Organization for Enrollment Management	D	C	?

What would you grade the current state of Marketing & Admissions?

A. A
B. B
C. C
D. D
E. F
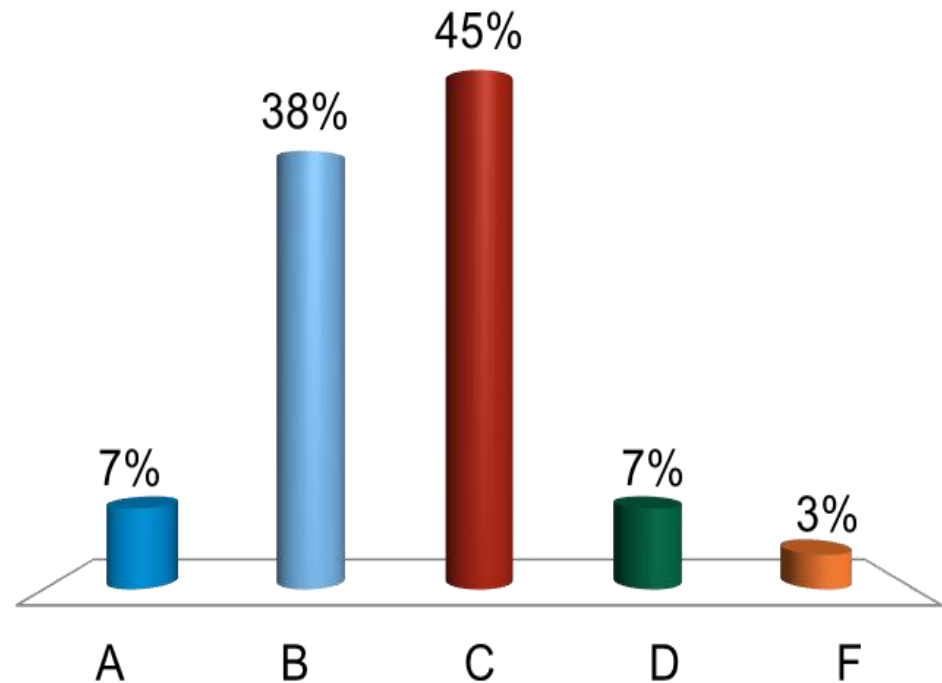
What would you grade the current state of Research & Information Flow?

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

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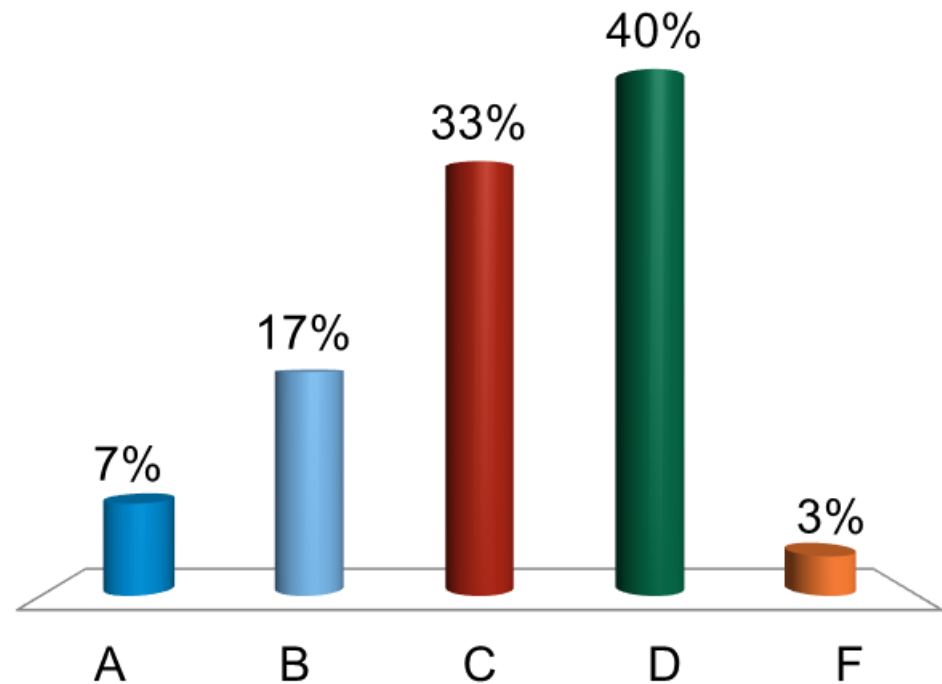
What would you grade the current state of Market Prediction & Institutional Response?

A. A
B. B
C. C
D. D
E. F
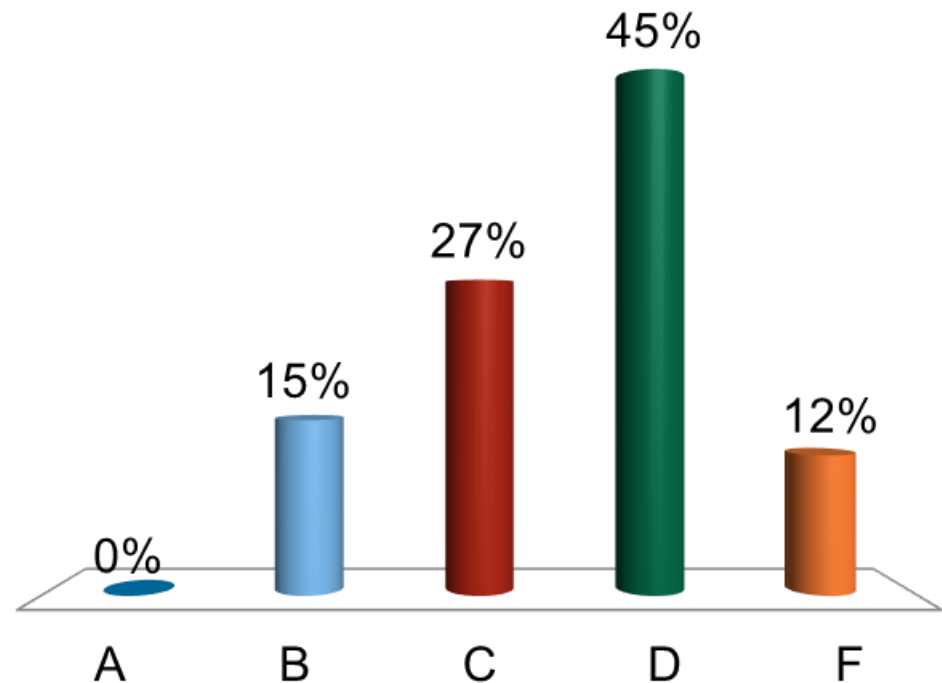
What would you grade the current state of Financial Aid Strategy?

A. A
B. B
C. C
D. D
E. F
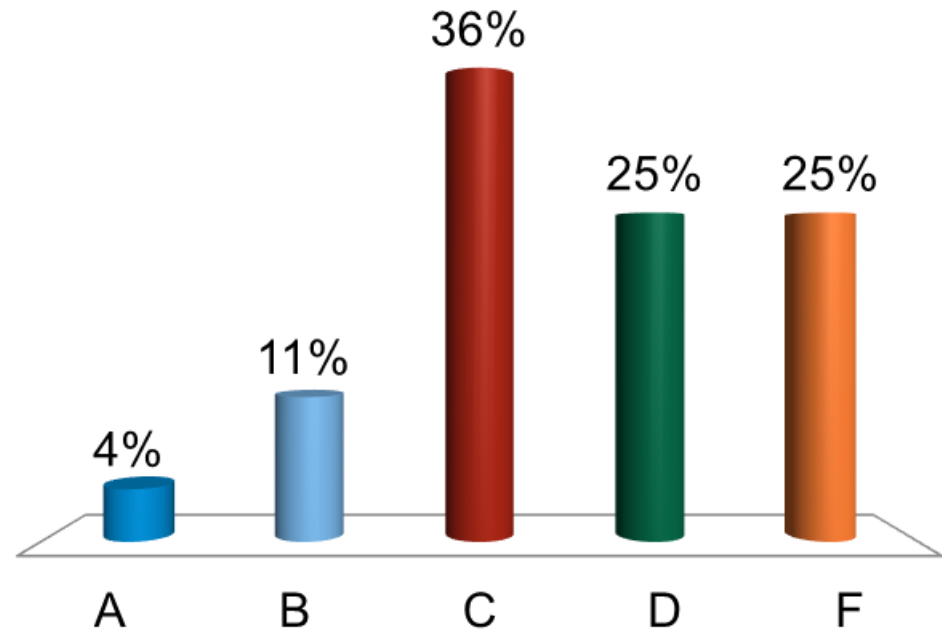
What would you grade the current state of Retention & Transfers?

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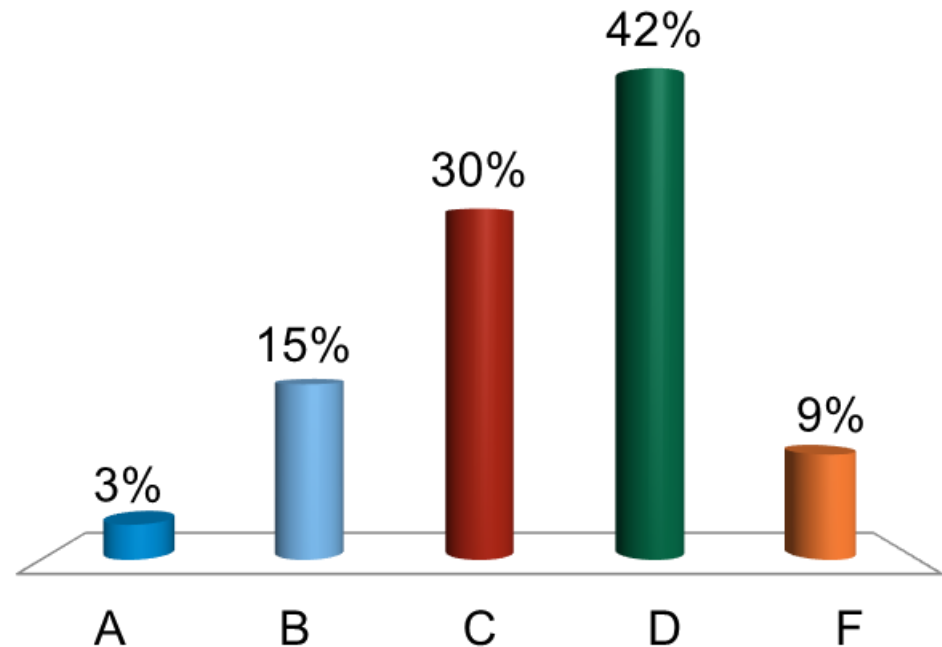
What would you grade the current state of Organization for Enrollment Management?

A. A
B. B
C. C
D. D
E. F
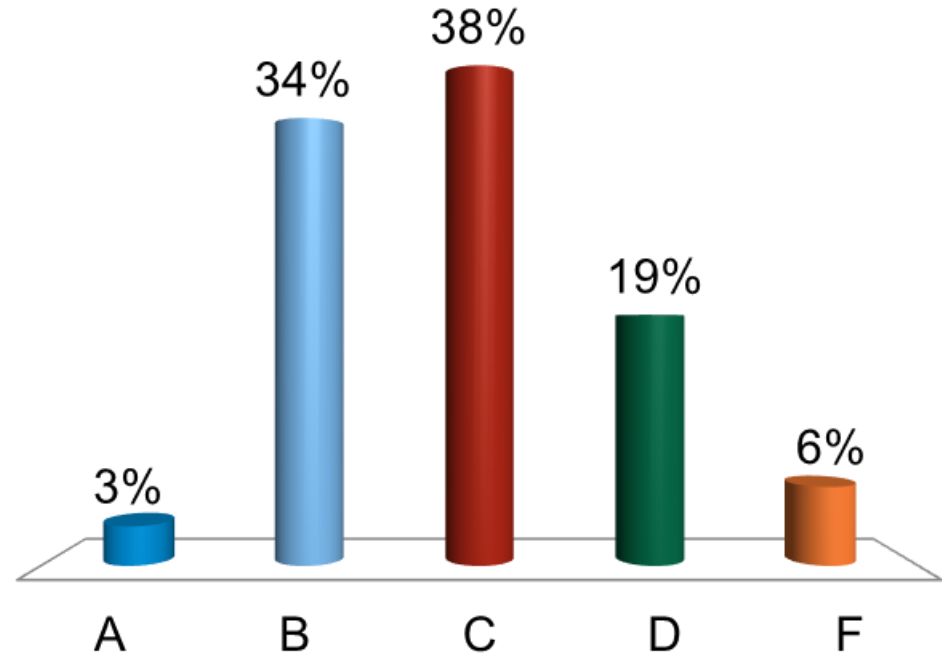
CASE STUDY: BOSTON COLLEGE

FROM A VICIOUS CYCLE TO A VIRTUOUS CIRCLE

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Vicious Cycle

Excess Capacity

Reduced Quality Reduced Diversity

Revenue Loss, Budgets Deficits

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

Weakened Product/Programs (Actual and Perceived)

Reduced Demand, Increased Excess Capacity

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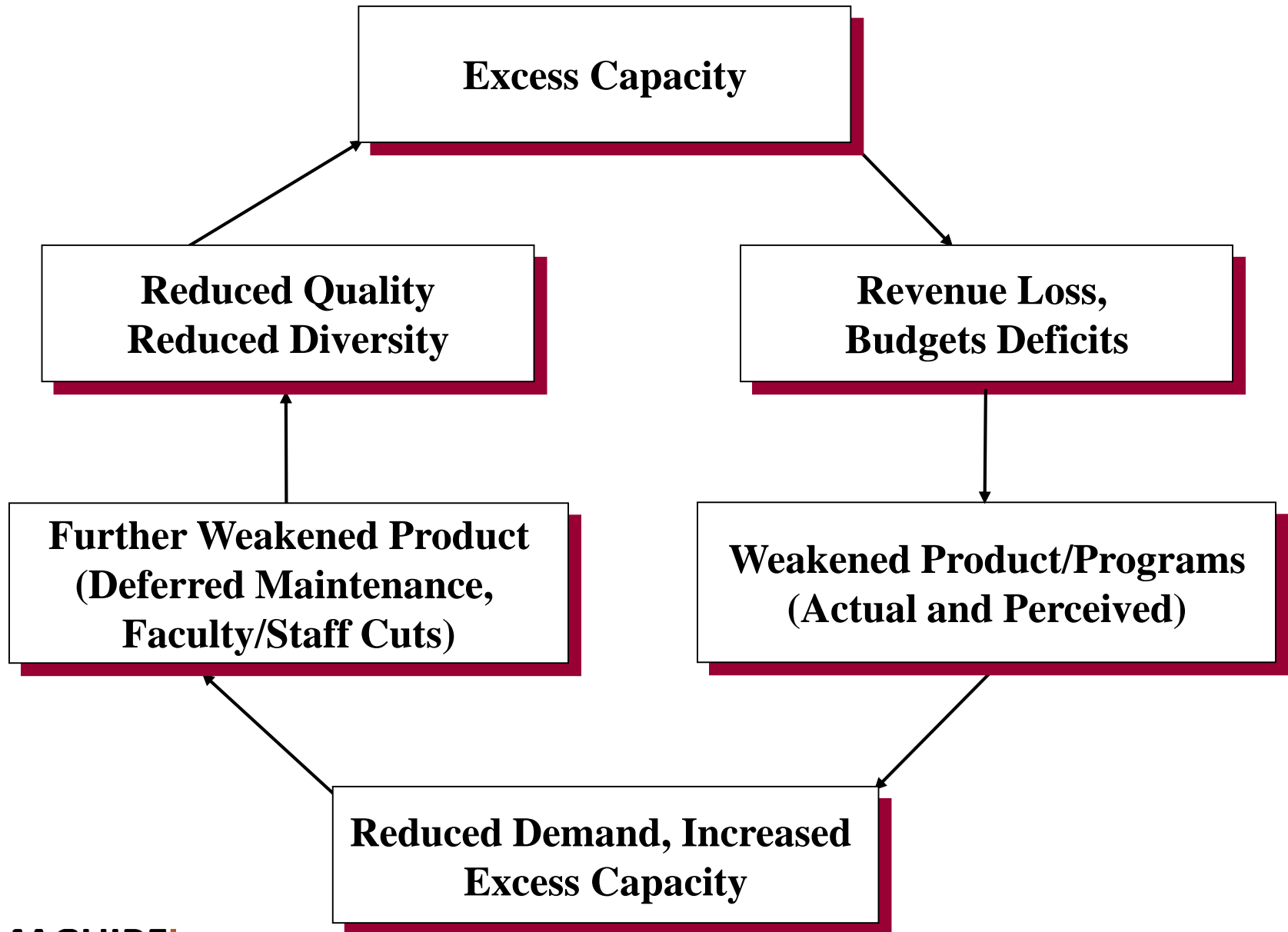
Boston College's Crisis Point

- 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 geo-markets.

- 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.

Virtuous Circle

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

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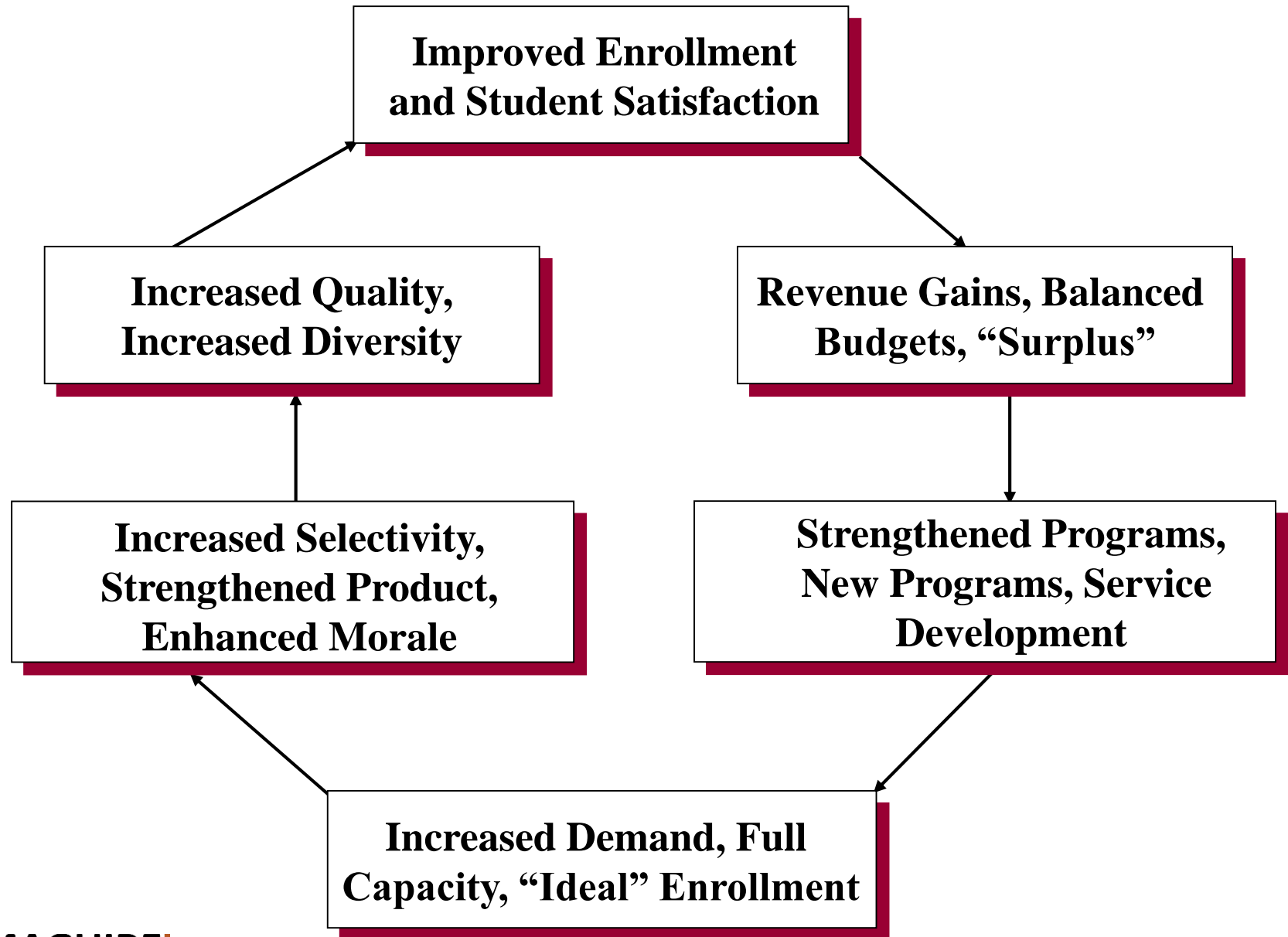
Boston College's 10-Year Turnaround

- 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%?
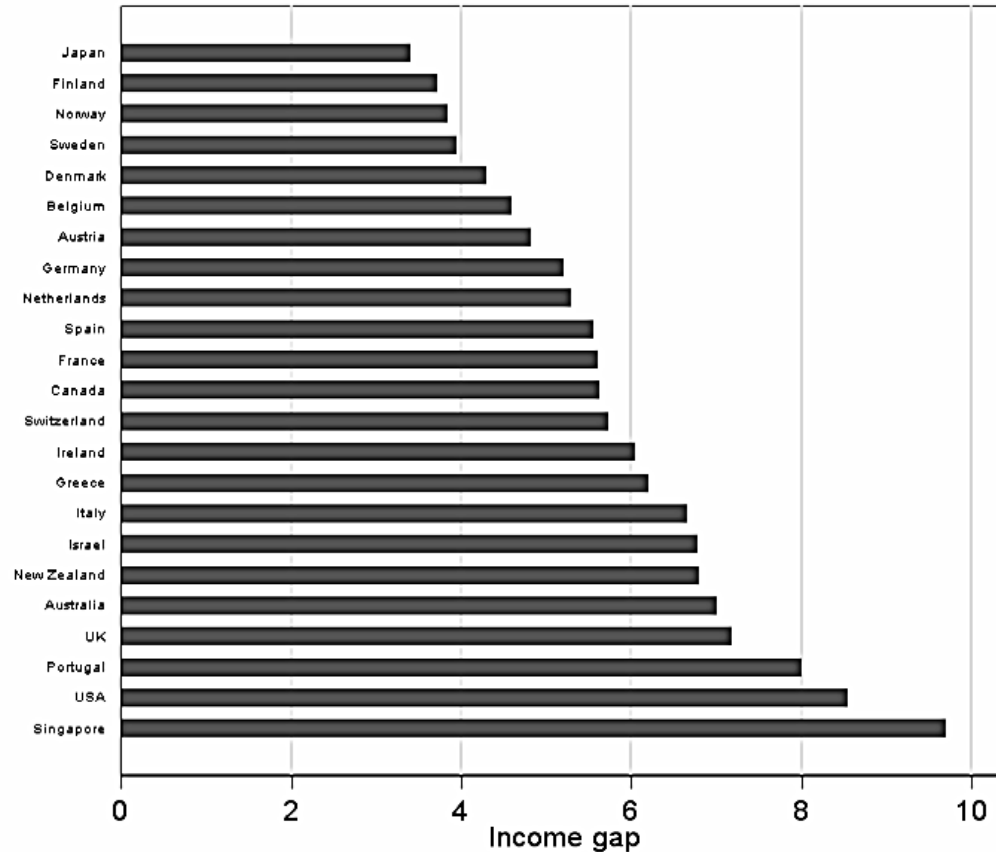
Source: United Nations Development Program, quoted by Wilkinson & Pickett, *The Spirit Level*
www.equalitytrust.org.uk

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.

Period	Bottom 90%	Top 10%
1949-53	80	20
1954-57	72	28
1959-60	68	32
1961-69	67	33
1970-73	57	43
1975-79	55	56
1982-90	20	80
1991-2000	27	73
2001-07		98
2009-12		116
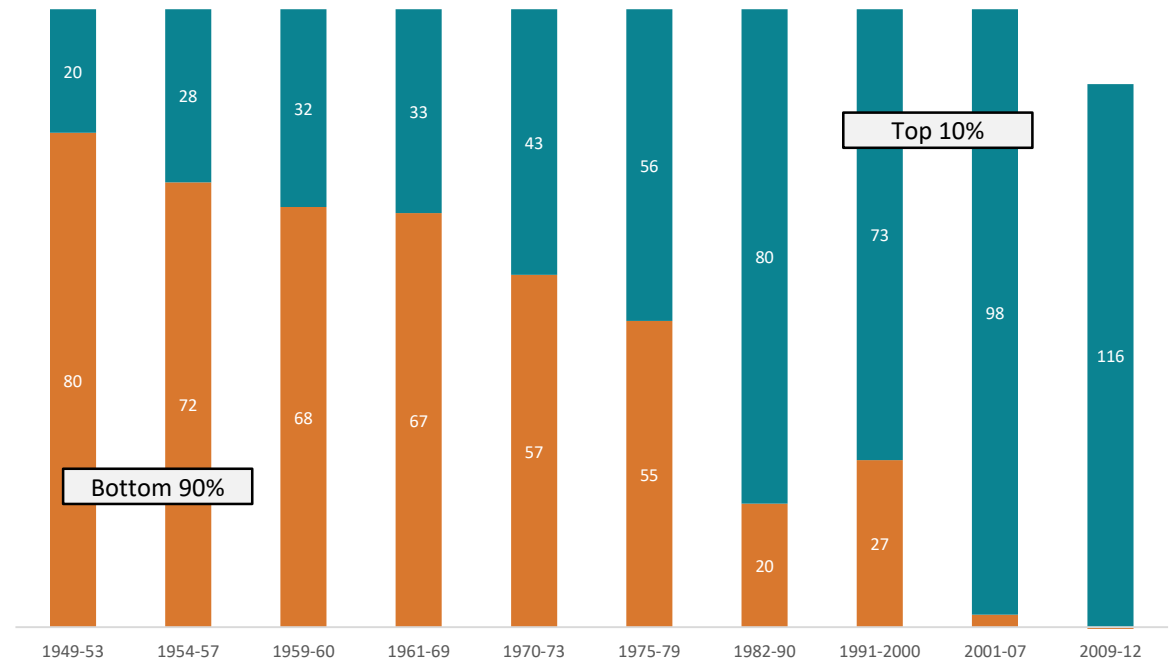
Source: Pavlina R. Tcherneva calculations based on data from Thomas Piketty and Emmanuel Saez and N.B.E.R.

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Unemployment Rates in the U.S. for Workers in Selected Deciles of Household Incomes

Laborer (min. wage)
Social worker ($20-$50k)

Nurses &Teachers

Financiers,
CEO (highest paid = 112.5M+)
Athletes, Movie Stars

- 30.8% — Lowest ($12,499 or less)
- 19.1% — Second ($12,500 to $20,000)
- 12.2% — Fourth ($30,000 to $39,999)
- 7.8% — Sixth ($50,000 to $59,999)
- 5.0% — Eighth ($75,000 to $99,999)
- 4.0% — Ninth ($100,000 to $149,999)
- 3.2% — Top ($150,000 or more)

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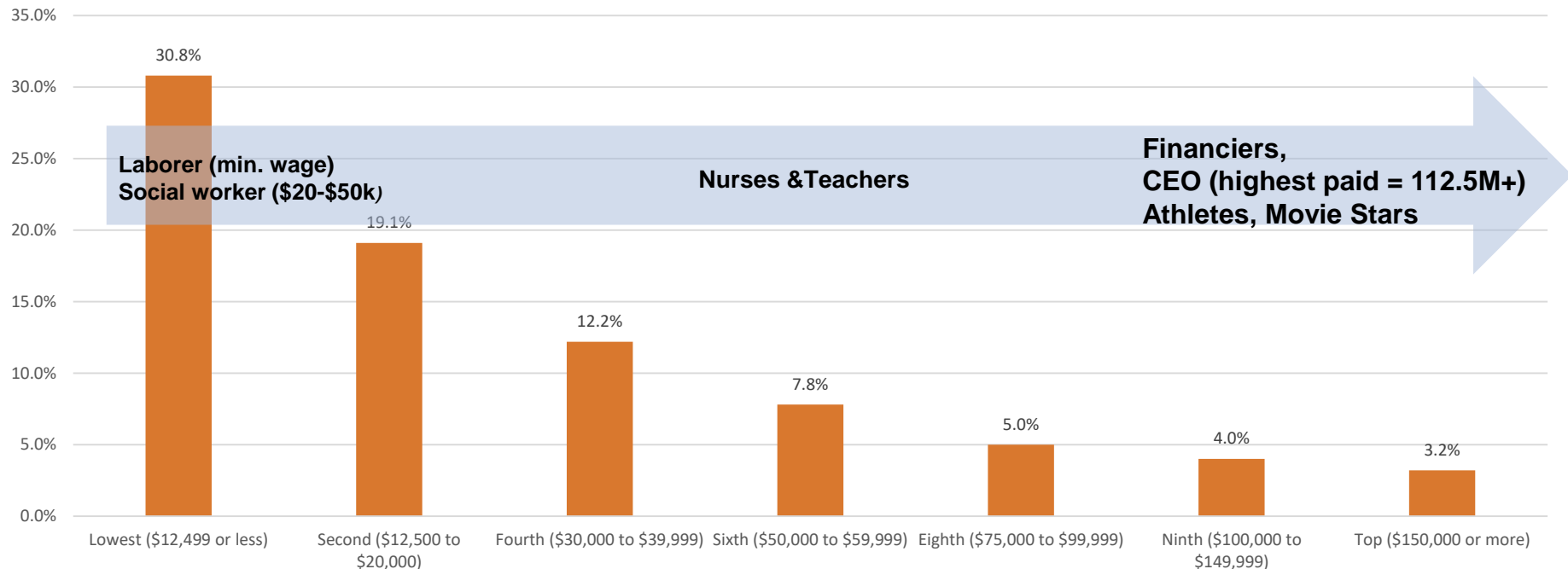
Health and social problems are not related to average income in rich countries.

Index of:

- Life expectancy

- Math & Literacy

- Infant mortality

- Homicides

- Imprisonment

- Teenage births

- Trust

- Obesity

- Mental illness – including drugs & alcohol addiction

- Social mobility
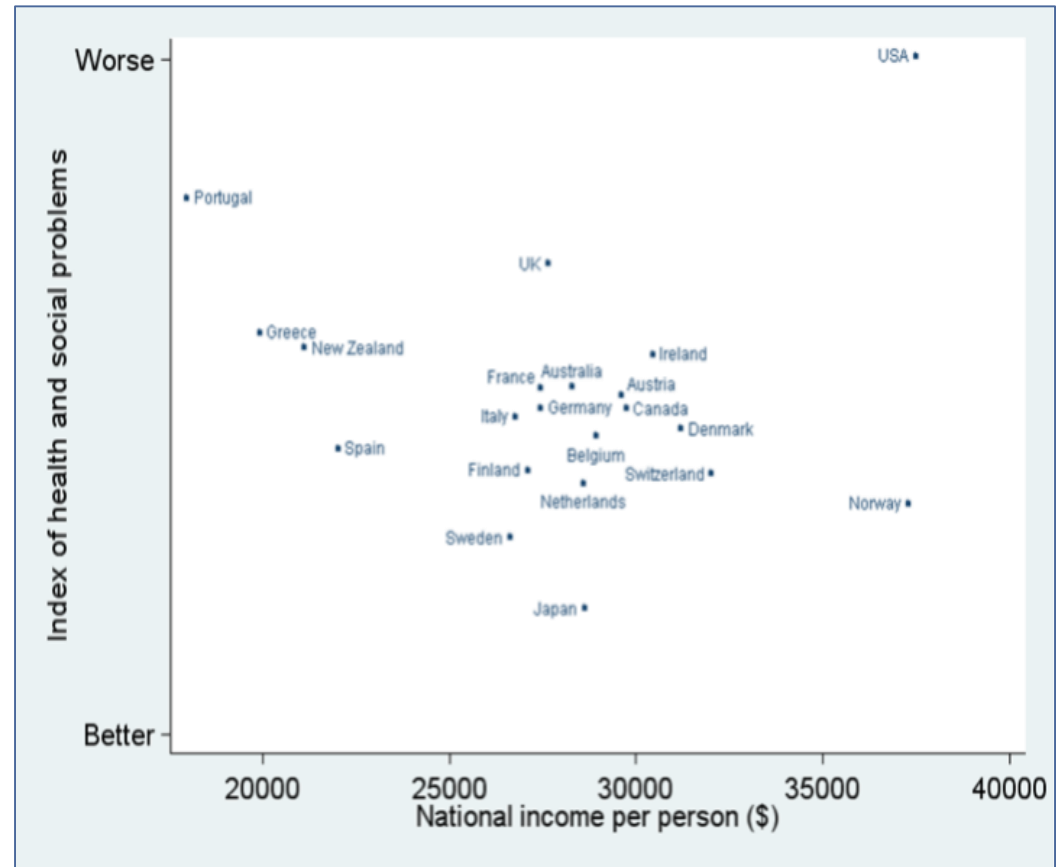
Source: Wilkinson & Pickett, *The Spirit Level*
www.equalitytrust.org.uk

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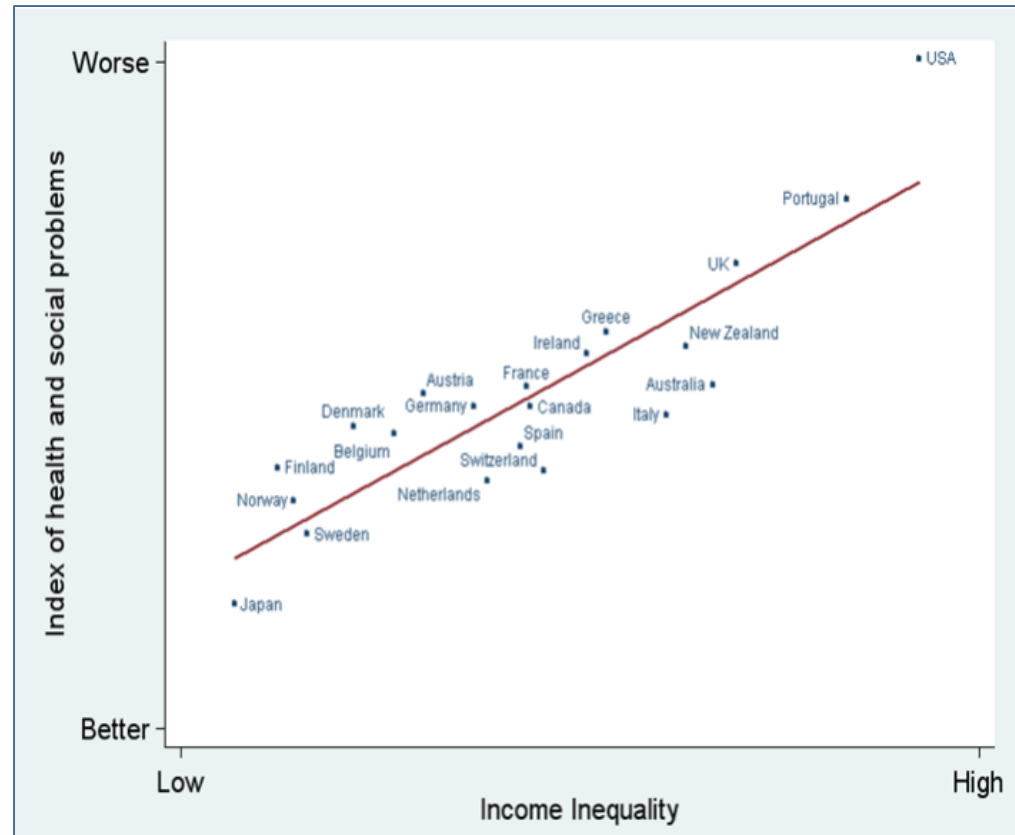
Source: Wilkinson & Pickett, *The Spirit Level*
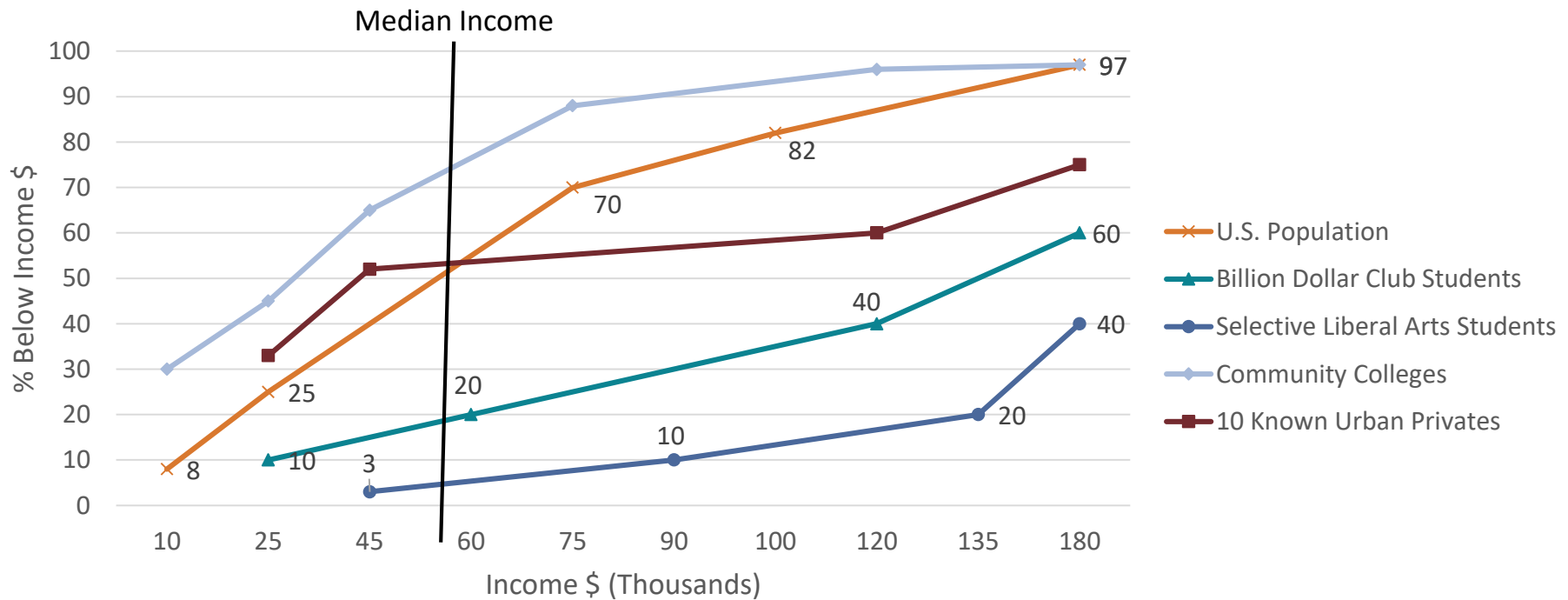www.equalitytrust.org.uk

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.

U.S. Population vs. "Haves" (2008)

Feedback on Megatrends

I. **Income Inequality**

II. **College Selection Process:**
    i. **Definitions of Q (Test Scores vs Income)**
    ii. **Explosive Growth of Multiple Applications**

III. **Diminution of "Grit":**
    i. **Less Homework**
    ii. **Higher Anxiety Levels**
   iii. **Helicopter Parents**

IV. **Rampant Technology ➜ Marketing Abuses**

V. **Education at All Levels in America is Struggling**
    i. **Teaching Profession**
    ii. **"Gated" Colleges**
   iii. **Government Intervention in the Age of Trump**

Megatrend 1: Income inequality will have a major impact on American higher education.

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

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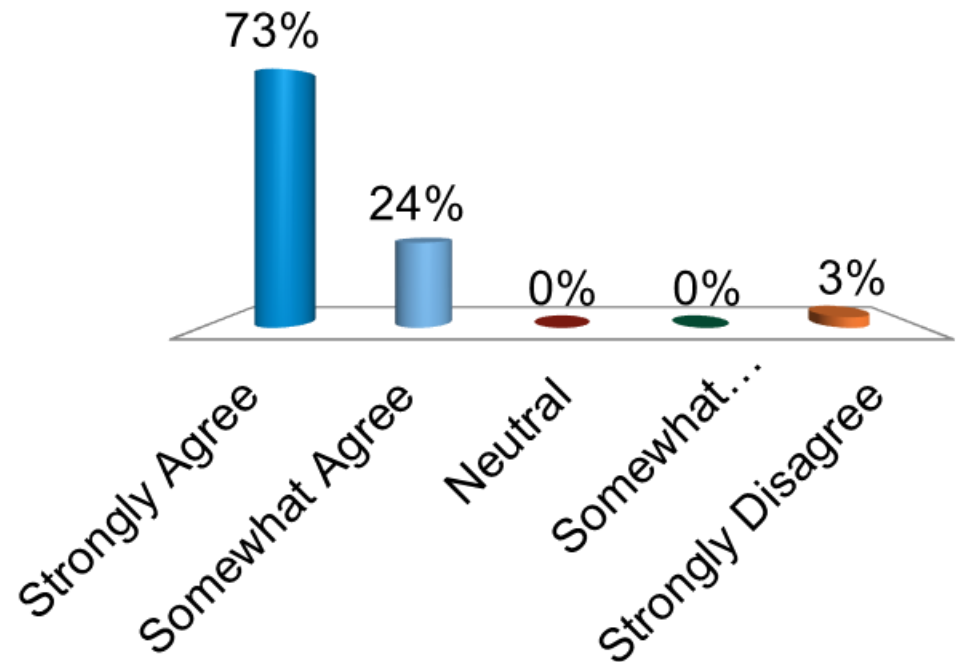
Megatrend 2: The explosive growth of multiple applications is negatively affecting the college selection process.

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

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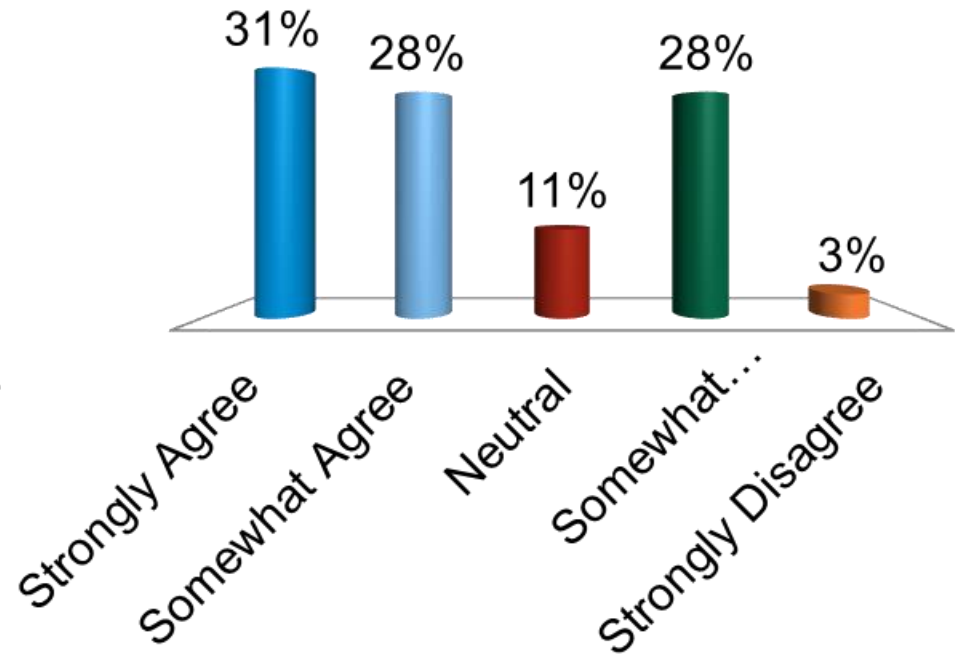
Megatrend 3: There has been a large diminution of resilience, or "grit," among high school and college students.

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

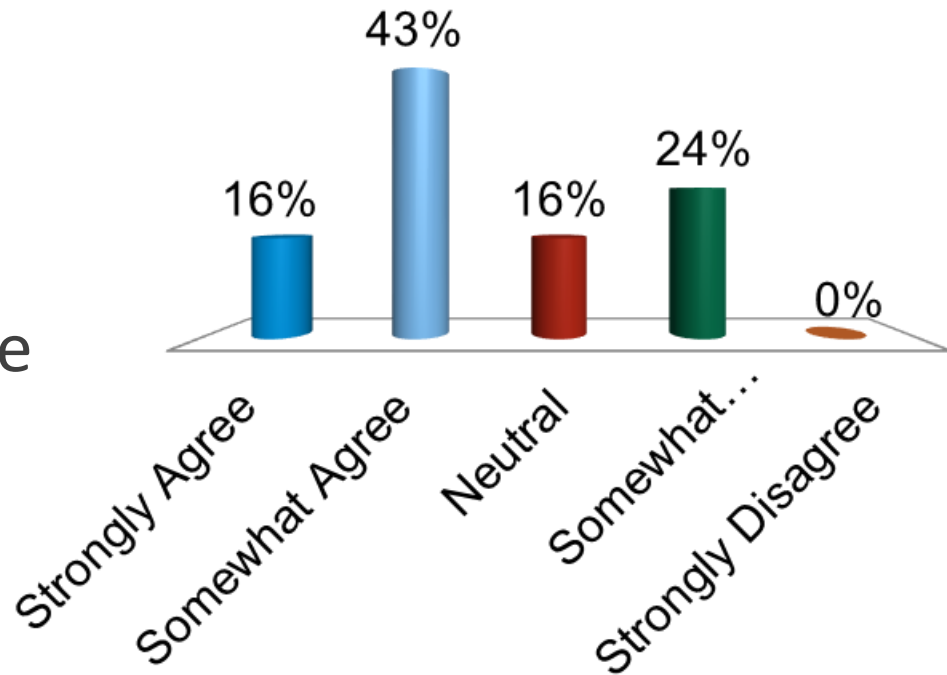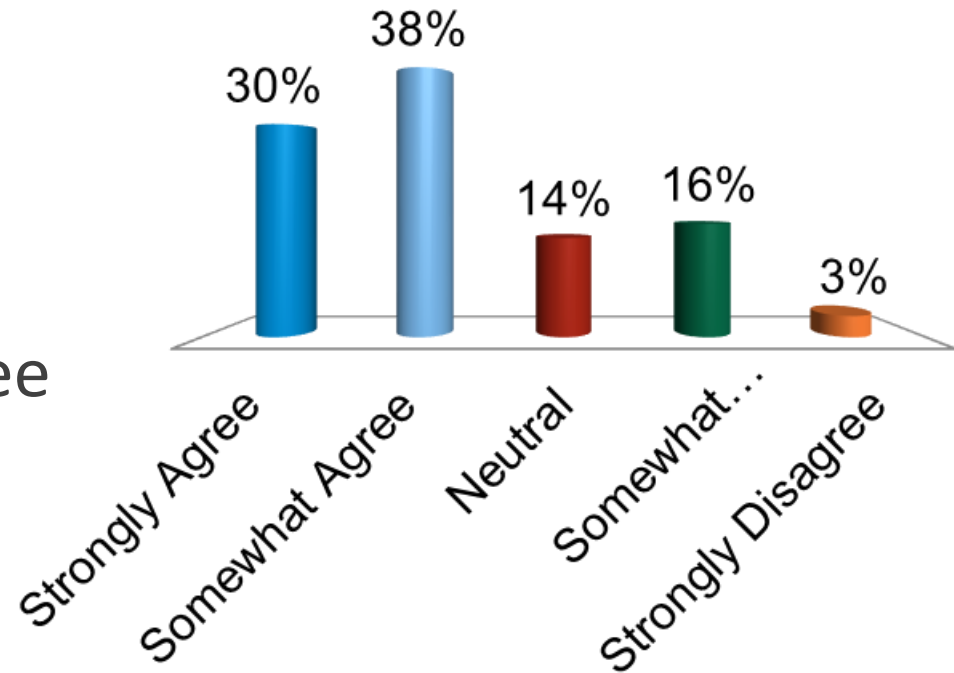# Megatrend 5: Education at all levels in America is struggling.

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

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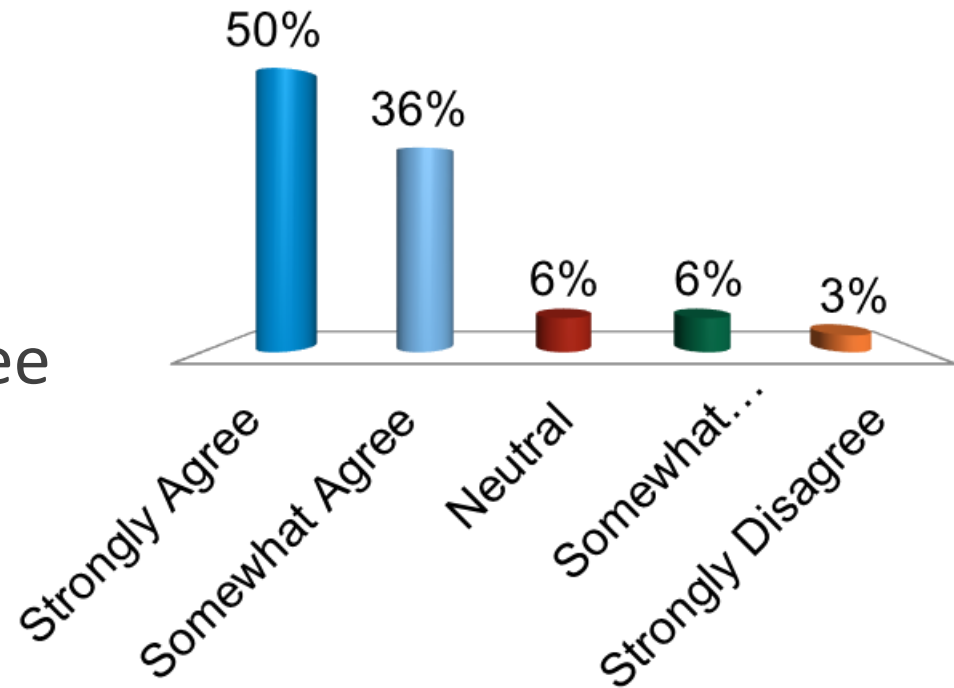
THE FUTURE OF ENROLLMENT MANAGEMENT

EMBRACING COMPLEXITY

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It doesn't take an Einstein . . .
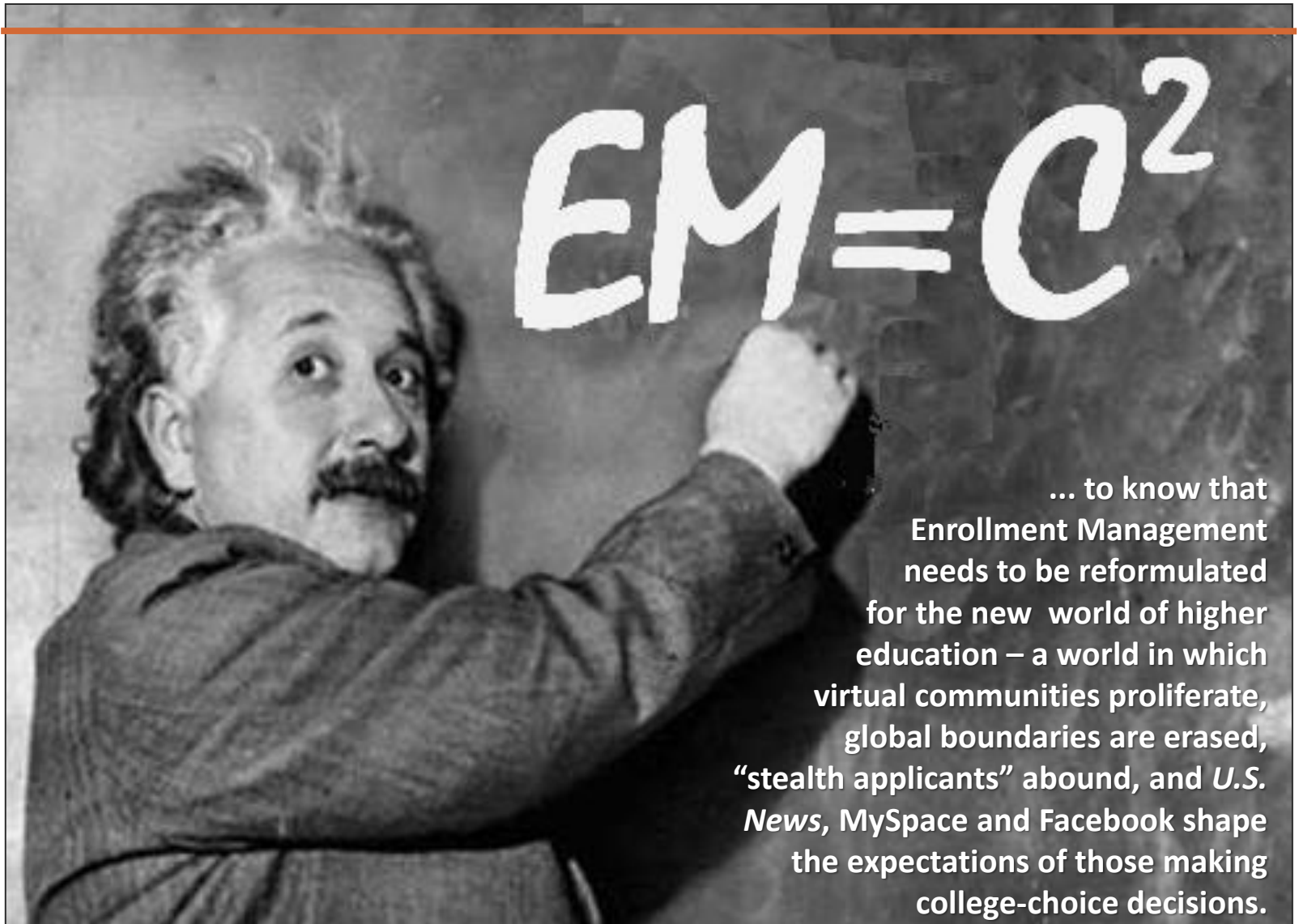
... to know that Enrollment Management needs to be reformulated for the new world of higher education – a world in which virtual communities proliferate, global boundaries are erased, "stealth applicants" abound, and *U.S. News*, MySpace and Facebook shape the expectations of those making college-choice decisions.

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"Dark Matter" Populations

PROSPECTS
NOT TARGETED

TARGETED
PROSPECTS
WHO NEVER
INQUIRED

INQUIRERS
WHO NEVER APPLIED

APPLICANTS
NOT ADMITTED

ALUMS
NOT SUPPORTING

ENROLLEES
WHO NEVER
GRADUATED

ADMITS
WHO NEVER
ENROLLED

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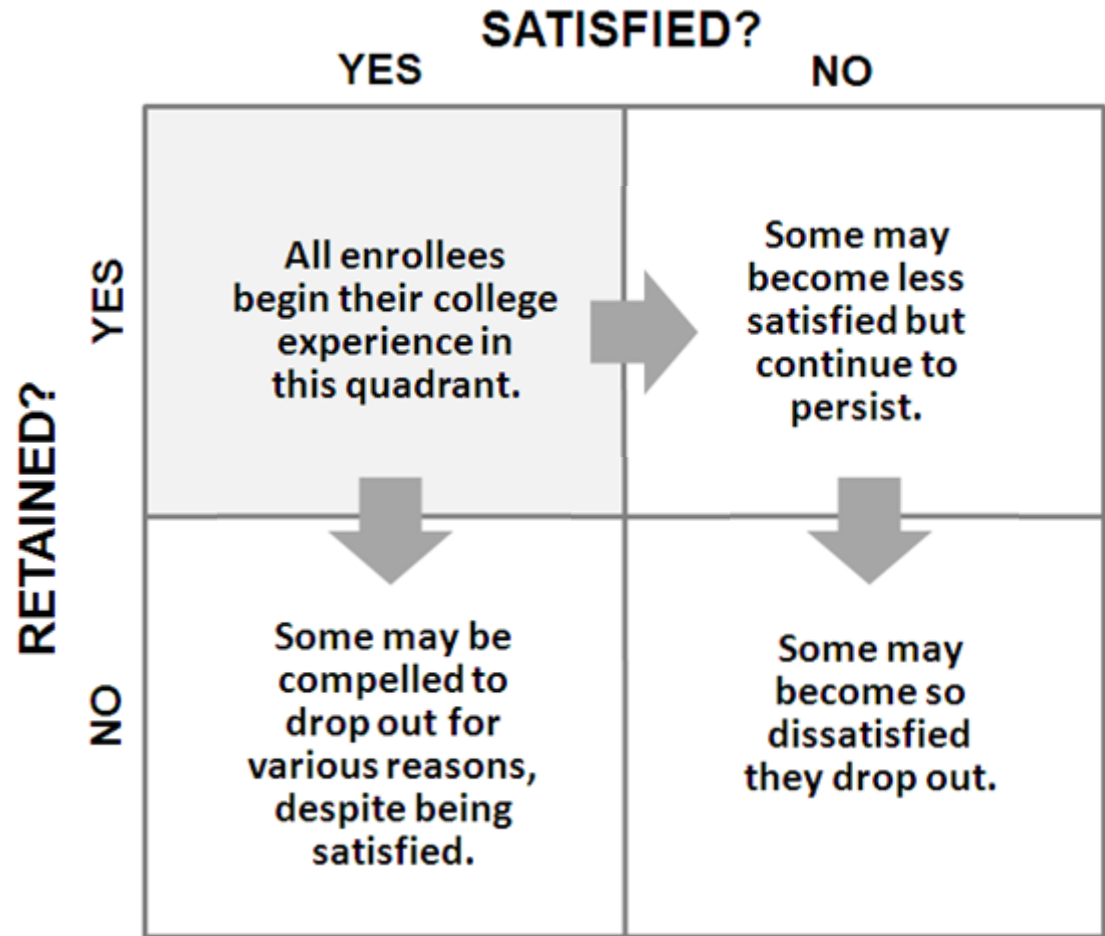
Community of Communities where the institutional community is redefined as the current expression of mission and values that inspire and hold together its various affiliated communities over time.

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The EM=C² Matrix

M-Axis	MANAGEMENT			
E-Axis **ENROLLMENT** C²	**UNDERSTAND**	**INSPIRE**	**ENGAGE**	**LEVERAGE**
JOIN	Understand why and how individuals select and join (or do not) this community.	Inspire individuals to select and join this community.	Engage with individuals as they select and join this community.	Leverage the efforts of individuals as they select and join this community.
FULFILL	Understand why and how members fulfill (or do not) their needs in this community.	Inspire members of this community to more meaningfully fulfill their needs.	Engage members of this community to more effectively fulfill their needs.	Leverage the experience of members of this community as they fulfill their needs.
REPRESENT	Understand why and how members of this community choose to (or not to) represent the school.	Inspire members of this community to represent the school.	Engage members of this community as they represent the school.	Leverage the efforts of members of this community as they represent the school.
STEWARD	Understand why and how members choose to (or not to) steward the school.	Inspire members of this community to steward the school.	Engage members of this community as they steward the school.	Leverage the efforts of members of this community as they steward the school.

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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.

SATISFIED?

	YES	NO
RETAINED? YES	All enrollees begin their college experience in this quadrant.	Some may become less satisfied but continue to persist.
RETAINED? NO	Some may be compelled to drop out for various reasons, despite being satisfied.	Some may become so dissatisfied they drop out.

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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.
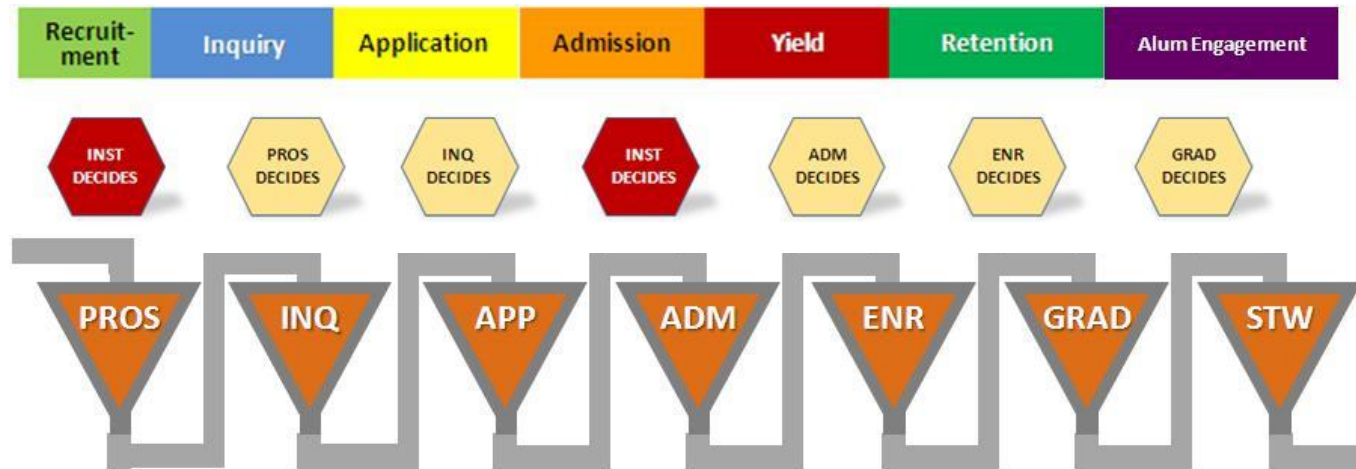
QUESTIONS AND DISCUSSION

Thank You!

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