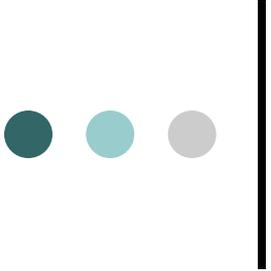


Enrollment Professionals: The Centralization Movement and External Influences

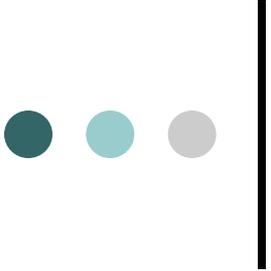
Scott Andrew Schulz, Ph.D.
Center for Enrollment Research, Policy, and Practice
University of Southern California

College Board National Forum
October 23, 2009
New York, New York



Purpose of this Session

- Provide an overview of the USC Center for Enrollment Research, Policy, and Practice
- Examine the methodology and number/type of participants for this study
- Explore themes in the following areas:
 - Personnel Issues
 - Structure and Responsibilities
 - Professional Strategies and Development
- Additional observations and questions
- Questions and comments



USC Center for Enrollment Research, Policy, and Practice

- Founded in 2007 at the University of Southern California
- Center Goals
 - Provide forums that allow scholars, practitioners, and policymakers to share their perspectives and further generate ideas that enhance our understanding of enrollment issues
 - Conduct and sponsor research
 - Enhance the level of professionalism within the enrollment management field
 - Serve as a central hub for information relating to enrollment issues

CENTER FOR ENROLLMENT RESEARCH, POLICY, AND PRACTICE

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July 13, 2009



Research

[Podcast Series](#)[Enroll. Citation Clearinghouse](#)[Research](#) CERPP
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ENROLLMENT NEWS

Financial Aid in Flux as NASFAA Members Gather in San Antonio

Obama Student Loan Plan Wins Support in House

Budget Cuts Force Cal State to Close 2010 Spring Admissions

CERPP Proposal Accepted by ASHE! "Motivation Matters: Using a Multidimensional Theoretical Framework to Assess What Enrollment Structures Reveal about Institutional Priorities" will be Presented in Vancouver in November!

"Aid in an Age of Uncertainty" Symposium Proceedings **NOW AVAILABLE!**

Commissioned Papers from the Center's Inaugural Conference **NOW AVAILABLE!**

[Enrollment News Archives](#)

CENTER CALENDAR

The 2009 Research Grant Recipients have been announced!!!

July 16, 2009
Center presents at the ACT Enrollment Planners Conference in Chicago, IL (1:45p-2:45p)

September 24-26, 2009
Center presents at the CHIEF pre-conference workshop (9/24 from 7:30a-12:30p) and a session (9/26 from 10a-11:15a) at the NACAC National Conference in Baltimore, MD

October 21-23, 2009
Center presents a session at the College Board National Forum in New York, NY

January 13-15, 2010
Current dates held for "What Matters Now: College Access and Success in the Age of Obama" in Los Angeles

PROFILE OF THE WEEK



Name:
Michael Bastedo

Position:
Associate Professor of Education

Institution:
University of Michigan

[more...](#)

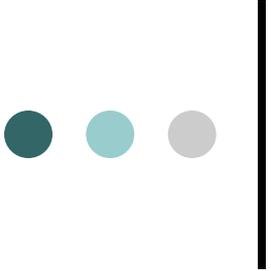
WEEKLY POLL QUESTION

Should all lending be shifted to the government's direct lending program?

- Absolutely
- Probably
- Probably not
- Absolutely not
- Other:

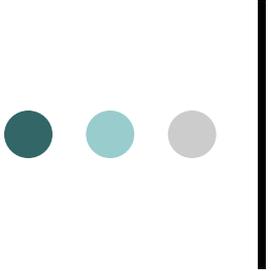
[View Results](#)
[Polldaddy.com](#)

vote



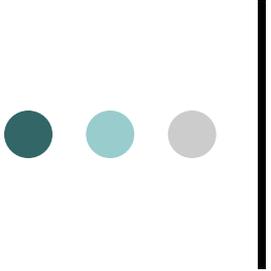
Methodology

- Interview participants were gathered using data from a 2007-08 salary survey of HR representatives at 3,800 institutions conducted by the College and University Professional Association for Human Resources (CUPA-HR)
- Institutions self-identified themselves as having a Chief Enrollment Officer (CEnO), Chief Admissions Officer (CAdO), or both.



Methodology

- Chief Enrollment Officers defined as:
 - Responsible for development of marketing plans for recruitment and retention of students. Also coordinates institutional efforts in admissions, financial aid, records and registration and advising.
- Chief Admissions Officers defined as:
 - Responsible for the admission of undergraduates. May also be responsible for recruitment and selection and for the admission of graduate and professional students or for scholarship administration or similar functions.

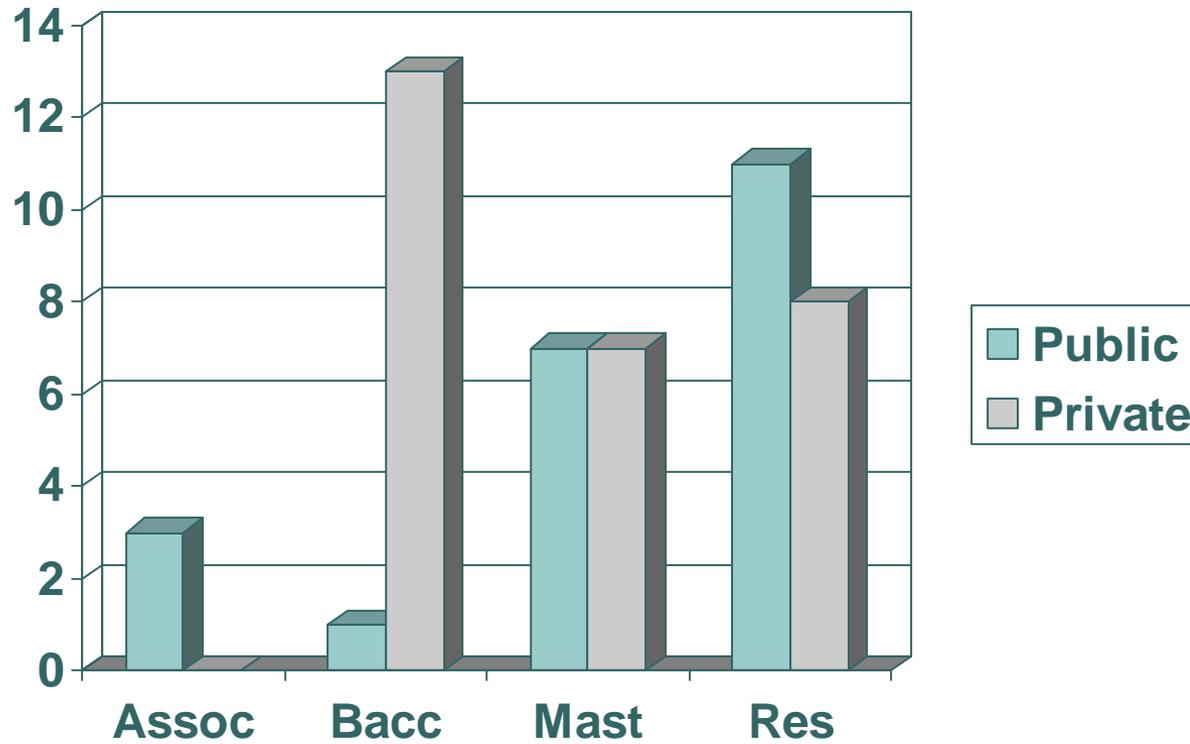


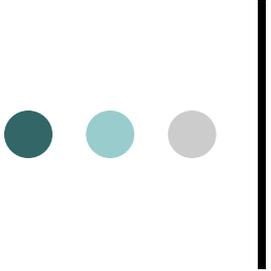
Methodology

- Interviews of approximately one hour in length each were conducted in the spring of 2009
- Final set of interview participants (n=52) included in this analysis consisted of:
 - 19 CEnOs (out of 48 volunteers)
 - 17 CAdOs at institutions with CEnOs (out of 32 volunteers)
 - 16 CAdOs at institutions without CEnOs (out of 61 volunteers)
- Interviews were digitally recorded, transcribed, coded, and themes extracted for analysis



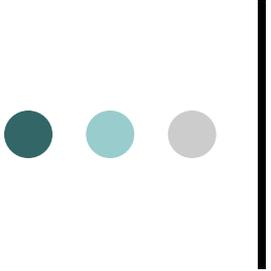
Methodology





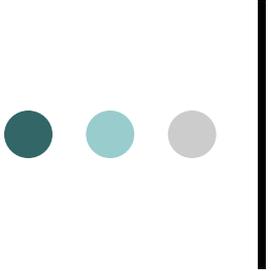
Education

- Most popular bachelor's degrees were English, History, Psychology and Business
- Most popular master's degrees were Education/HED Administration, College Student Personnel/Counseling, and MBA
- Two CAdOs had completed doctorates
 - One in Higher Education Admin, other in unrelated field
 - Both CAdOs were at public research institutions w/CAdO only structures
- Five CEnOs had completed doctorates
 - Three of these were in Higher Education Admin/Ed Leadership
 - One in public policy and one in an unrelated field
 - One of these CEnOs works at an Assoc institution; the other four are all at research institutions
- None of the doctorates were earned at the enrollment professionals' current institutions



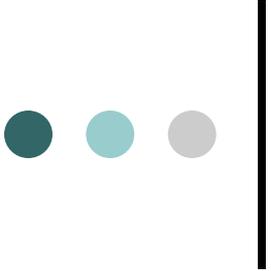
Doctorates

- Why do enrollment professionals believe it may be beneficial to earn a doctorate?
 - Career stability/advancement
 - Many stated possible presidential aspirations
 - A “status factor”
 - Credibility/confidence with subordinates and within the institution
 - Theoretical and practical knowledge that can be applied to the position
 - Of enrollment services and practices
 - Of the comprehensive university community
 - Personal gratification



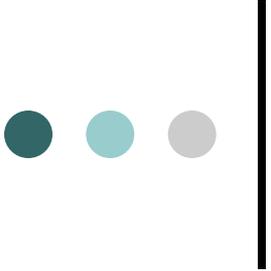
Doctorates

- For those enrollment professionals without a doctorate, what has prevented them from earning the degree?
 - Lack of access to a nearby doctoral program
 - Lack of time
 - Work commitments
 - Family commitments
 - Lack of desire/interest
 - Degree not necessary for career advancement/success or lack of desire for career advancement beyond a point requiring a doctorate
 - Lack of programs specific to needs of enrollment professionals



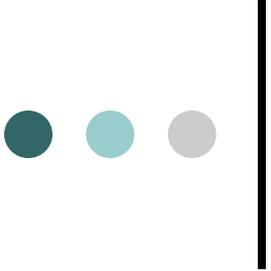
Entering the Profession

- How did enrollment professionals initially enter the profession?
 - **Recruited**
 - By admissions units familiar with personnel who had served as tour guides, interns, work study, etc.
 - By friends who worked in higher education
 - By senior leaders who wished for someone familiar to take on admission and/or enrollment duties following enrollment crises or personnel turmoil
 - **Connections made as students**
 - Students involved with planning committees found their way into institutional positions after graduation
 - Work study
 - Fellow students who worked as admissions counselors highlighted available opportunities
 - Staff that oversee student organizations
 - **Career uncertainty**
 - **Alumni connections**
 - **Lack of available jobs in areas of expertise**



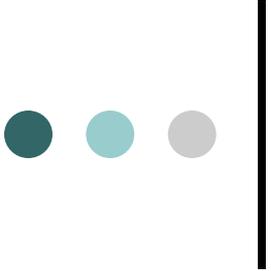
Building Careers in the Profession

- How do the careers of enrollment professionals evolve?
 - Network approach
 - Using contacts made through work at external agencies to then build careers through member institutions
 - Relational approach
 - Following high-ranking administrators to a number of schools and given increasing responsibilities
 - Cosmopolitan approach
 - Bouncing back and forth at a variety of institutions in enrollment-related units
 - Local approach
 - 18 of 33 CAdOs took their first positions at their undergraduate alma mater
 - Seven CAdOs currently work at their undergraduate alma mater
 - Six CEnOs currently work at their undergraduate alma mater
 - Falling into the position due to institutional need



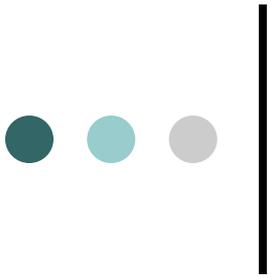
Preparation

- **Attributed to:**
 - **Experience**
 - Early work at “established EM shops”
 - Environments that allow for hands-on work in numerous areas
 - **Education**
 - Liberal Arts degrees
 - Analytical, decision-making, strategic thinking, communication skills
 - Finance and economics degrees
 - Important preparation for financial and statistical work
 - MBA degrees
 - Personnel management, organizational change, business principles
 - Doctorate degrees
 - Understanding the complex institutional environment
 - Discussing challenges with student colleagues
 - Learning best practices
 - **Great mentors – locally and nationally**
 - **Involvement with professional associations**
 - **Work ethic**



Preparation

- Areas of responsibility **CEnOs** commonly not prepared for:
 - Personnel issues
 - Knowledge of various units within a comprehensive enrollment system
 - Budgeting
 - Statistical modeling
 - Marketing

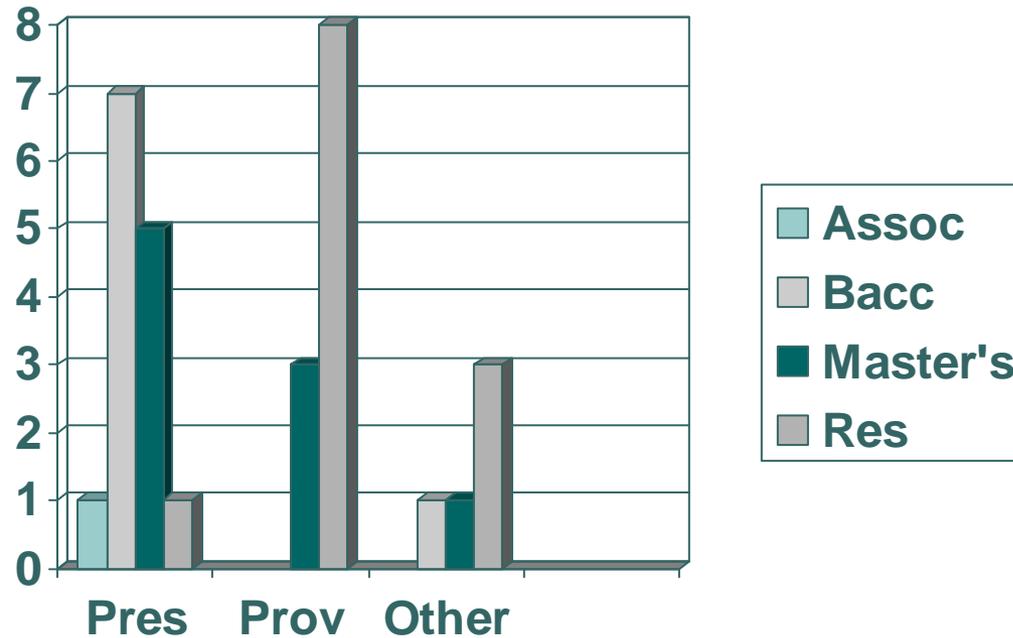


Looking to Future Professional Development Opportunities

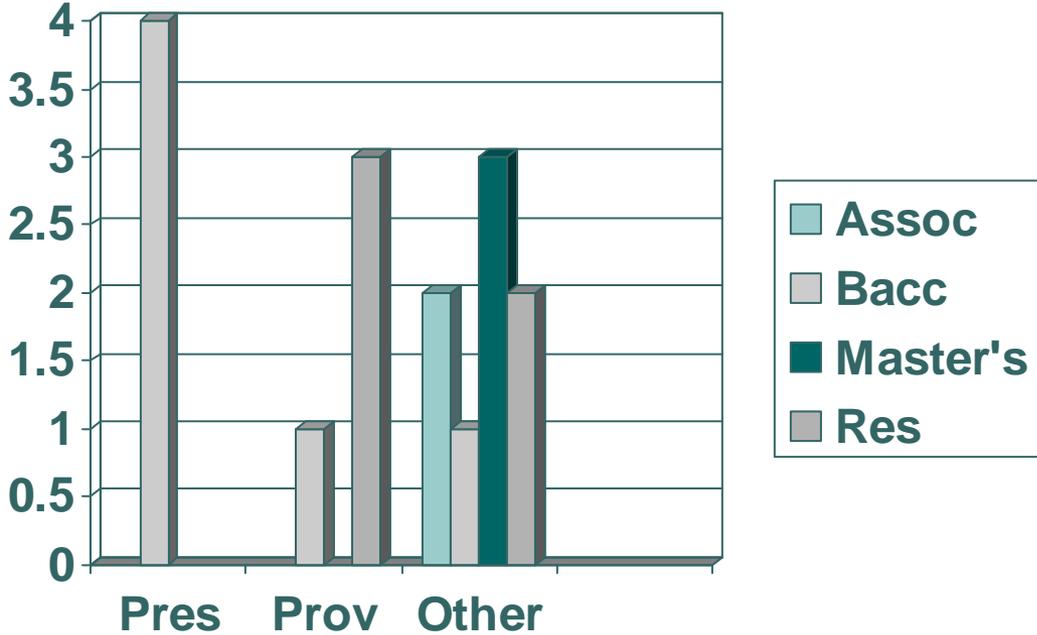
- Knowledge in the following areas would help enrollment professionals become more effective:
 - Best practices and strategies
 - Institutional-wide budgeting
 - How institutional units in- and outside EM work together
 - Modeling
 - How to establish effective institutional EM committees
 - National EM public policy trends and how they will affect institutions
 - Marketing – specifically, use of the web/social networking; assessing return on marketing investments
 - Value and affordability issues
 - How to be politically influential within institutions
 - Government regulations – particularly those related to financial aid



Reporting Structure – Institutions with CEnOs

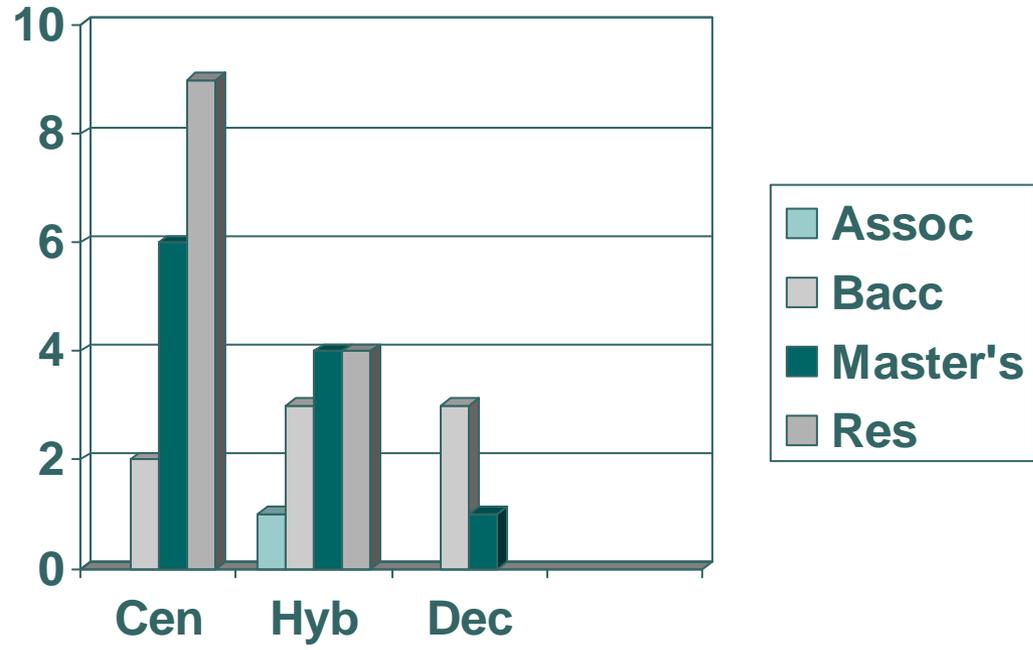


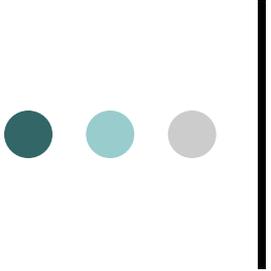
Reporting Structure – Institutions with CAdOs only





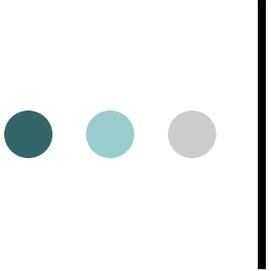
Enrollment Structures at Institutions with CEnOs





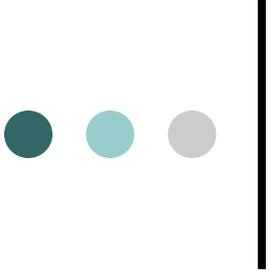
Enrollment Structure

- Centralized Enrollment Systems
 - “Core” enrollment units under the oversight of the CEnO
 - All of these CEnOs oversee UG admissions and financial aid
 - Many other enrollment related units also under the CEnO
 - About half of these CEnOs oversee graduate admissions and aid
 - 14 of 17 oversee the registrar
 - 7 of 17 oversee marketing and communications
 - 6 of 17 oversee institutional research
 - 6 of 17 are directly responsible for student retention



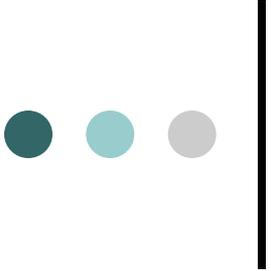
Enrollment Structure

- Centralized Enrollment Systems
 - What motivated these institutions to centralize?
 - The need for greater coordination of EM units
 - Increasing competition for students
 - Rankings pressure
 - Declining new student enrollment
 - A desire for growth within a challenging context
 - The need to replace state appropriations with tuition dollars
 - Resource efficiency
 - The financial benefits of retaining students
 - Because other institutions were centralizing
 - To put enrollment experts in charge of enrollment functions
 - Consultant recommendations
 - New presidents/provosts with an agenda to centralize



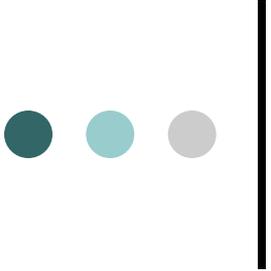
Enrollment Structure

- Centralized Enrollment Systems
 - Advantages to centralization
 - A greater capacity to respond to budgetary challenges through enrollment; improved fiscal position for the institution
 - EM units given greater access to internal resources – institutional visibility
 - EM units able to better recognize and align their interests with the collective needs of the institution
 - Ease of communication/sharing of data among EM units
 - Faculty engagement
 - Accountability
 - Effectively utilize personnel resources where needed and broaden personnel knowledge of EM units to improve student service
 - Increased capacity for alumni fundraising
 - Challenges associated with centralized enrollment models
 - Diminished capacity for success if CEnO not at a cabinet level
 - Constant need for collaboration/clarity of focus/collective identity
 - Faculty may defer all enrollment responsibilities to the central admin



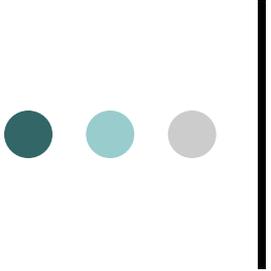
Enrollment Structure

- Hybrid Enrollment Systems (moving toward centralization)
 - All 12 CEnOs oversee both UG admissions and student aid
 - 2 of 12 have responsibility for graduate admissions
 - Though 5 of 12 oversee graduate aid
 - 6 of 12 oversee the registrar
 - 4 of 12 oversee marketing and communications
 - 1 of 12 oversees institutional research
 - 4 of 12 are responsible for student retention



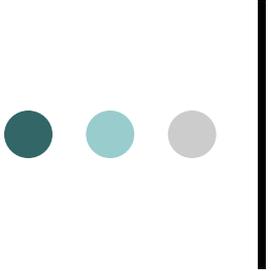
Enrollment Structure

- Hybrid Enrollment Systems (moving toward centralization)
 - What characterizes a hybrid enrollment system?
 - Some programs remain historically autonomous with their own admissions processes
 - Narrow front-end focus
 - Graduate admissions processes often remain uncoordinated
 - EM committees have substantial ownership of institutional enrollment priorities
 - Functional silos remain – local resistance to centralization/change that also prevents true integration
 - Physical barriers to centralization



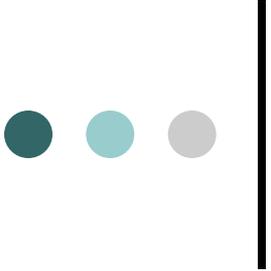
Enrollment Structure

- Hybrid Enrollment Systems (moving toward centralization)
 - What are some challenges faced by institutions with partial or decentralized enrollment systems headed by CEnOs?
 - Students sometimes not made aware of all of their options/opportunities during the admissions process
 - A lack of oversight over graduate admissions – leading to uninformed and sometimes questionable practices
 - Individual interpretation of each unit's EM role
 - Transfer students can fall through cracks due to credit review and registration delays



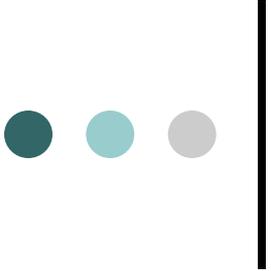
Enrollment Structure

- Hybrid Enrollment Systems (moving toward centralization)
 - What is preventing greater centralization?
 - Historical belief in departmental autonomy; unwillingness to surrender more control to a central enrollment figure
 - Locals (including faculty) entrenched in historical processes
 - “Turf” battles
 - A sense that a less centralized approach is already working
 - Lack of physical space on campus to visibly bring EM units together
 - What is a movement toward centralization expected to continue?
 - Presidents/Provosts and senior leadership teams are committed to centralizing EM units in response to external environment, in pursuit of resources, to follow institutional trends, to fulfill aspirations
 - New senior personnel from centralized shops will bring expectations for centralization to their new positions
 - Consultants recommending centralization



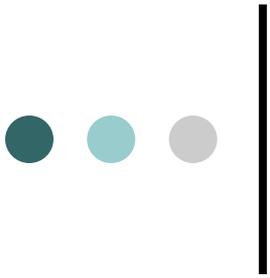
Enrollment Structure

- “CAAdO Only” Systems
 - Why do they exist?
 - Historical
 - In response to failed attempts to centralize EM units
 - Advantages of this model
 - More buy-in across the institution
 - Checks and balances
 - More collective enrollment management responsibilities
 - Disadvantages of this model
 - Slow processes and/or progress
 - Communication and timing issues
 - Conflicting interests lead to collective complications
 - Reactionary approach
 - Lack of access to resources



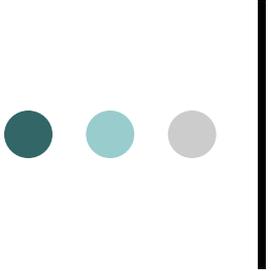
Enrollment Structure

- “CAdO Only” Systems
 - What makes the model work?
 - A well-articulated and executed enrollment plan
 - A lack of competition
 - Local personnel who trust one another and do not need a lot of coordination
 - What prevents centralization behind a CEnO?
 - Lack of funds for the position
 - Perception that the current model works
 - Personnel who maintain status quo
 - Concern from admissions directors about “unit crowding”



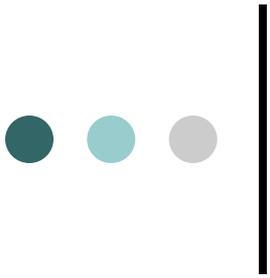
Themes to Explore: Professional Strategies and Development

- Groups and associations met with/followed regularly:
 - NACAC
 - AACRAO
 - AIR
 - American Marketing Association
 - College Board
 - State consortiums
 - NASFAA
 - USC Center for Enrollment Research, Policy, and Practice
 - ACT



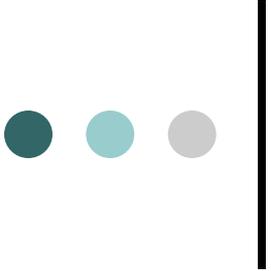
Regular Use of Consultants and/or Vendors

- Virtually every participating institution reported regular use of consultants and/or vendors
 - Seven institutions did not
 - Three of them were Assoc institutions
 - One was a Public Masters institution
 - Two of them were Public Research institutions
- The most common reasons for not using consultants/vendors regularly:
 - Have already sustained growth
 - Have internal capacity for research and policy analysis
 - Limited funds available for consultants and vendors



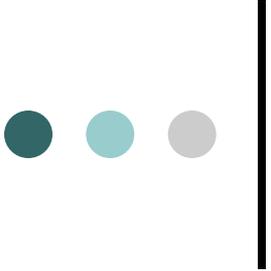
Themes to Explore: Professional Strategies and Development

- In what areas do enrollment professionals utilize consultants/vendors?
 - Visibility and marketing
 - Financial aid modeling
 - Financial aid leveraging – including the matrix awarding process
 - Tuition discounting matrices
 - Search
 - Electronic items
 - Publications (includes viewbooks)
 - Strategy/Idea generation
 - Branding
 - Online applications
 - Outreach – including e-mail campaigning
 - Registrar functions – including student information systems
 - Predictive modeling
 - Campus visit experience
 - Imaging
 - Survey research
 - Data analysis



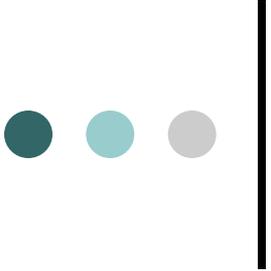
Themes to Explore: Professional Strategies and Development

- Why turn to consultants/vendors?
 - Build internal support by having a third party validate ideas
 - Financially advantageous compared to hiring personnel
 - Expertise
 - Politically easier than trying to expand EM operations
 - Lack of staff (already overworked)
 - Institutional history with specific firms
 - History with vendors
 - Three CEnOs have been paid consultants (two currently)
 - Many begin at institutions with vendor relationships and continue those relationships as they move to other institutions
 - Sophistication
 - CEnO's lack of familiarity with a unit's responsibilities
 - Institutional anonymity while gaining information from students



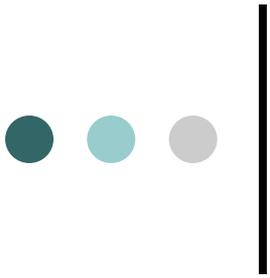
A Culture of Sharing (or Borrowing)

- Where do enrollment professionals look for strategy ideas?
 - Consultants
 - Includes e-mail lists, vendor conferences
 - Business related resources (ex. Forbes, AMA resources, customer service-focused info, institutional trustees – often have funding connections!)
 - Professional association publications/communique (ex. Journal of College Admissions)
 - Professional association conferences/events
 - State coordinating board events that highlight best practices
 - Research journals
 - Online/Published Literature – Chronicle, University Business, Insider Higher Ed
 - Students
 - High school counselors
 - Colleagues (met through professional associations, previous positions, vendors)



A Culture of Sharing (or Borrowing)

- Examples of Borrowed Strategies
 - Online advising tool
 - One stop model
 - Straight cell analysis and model to integrate admissions and aid data
 - Strategic use of YouTube
 - Contacting HS counselors directly to receive unofficial copies of transcripts
 - Shrinking the size of campus tours and adding a storytelling element
 - Recruiting program for seniors who left the institution at 90+ credits and in good standing
 - Developing a parent handbook for parents of first-time freshmen
 - Using non-resident tuition to create grant programs that recruit and yield more non-resident students
 - Front-loading financial aid awards
 - Creating no-loan and loan cap programs



Additional Observations and Questions

- Should more enrollment professionals earn advanced degrees and is enough being done to make this possible?
- Role differences may exist among CAdOs depending upon the enrollment system
- Less than half of CEnOs mentioned student retention and/or graduation rates as a performance pressure
- What do various reporting structures reveal about institutional priorities?
 - President versus Provost-based reporting structures
- How are business values influencing higher education?
- Terminology issues – “enrollment” and “admissions” were often used interchangeably
- How can we improve efforts to prepare future enrollment professionals and meet the anticipated needs of institutions?



Questions and Feedback



Presentation will be available at: <http://www.usc.edu/cerpp>

Click on: CERPP Presentations

