



Assessing the Changing Face of Institutional Enrollment Efforts: An Examination of Chief Enrollment Officers and Chief Admission Officers

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NACAC Chief Enrollment Officers' Forum

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Baltimore, Maryland



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
- 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 the nation's 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](#)
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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.

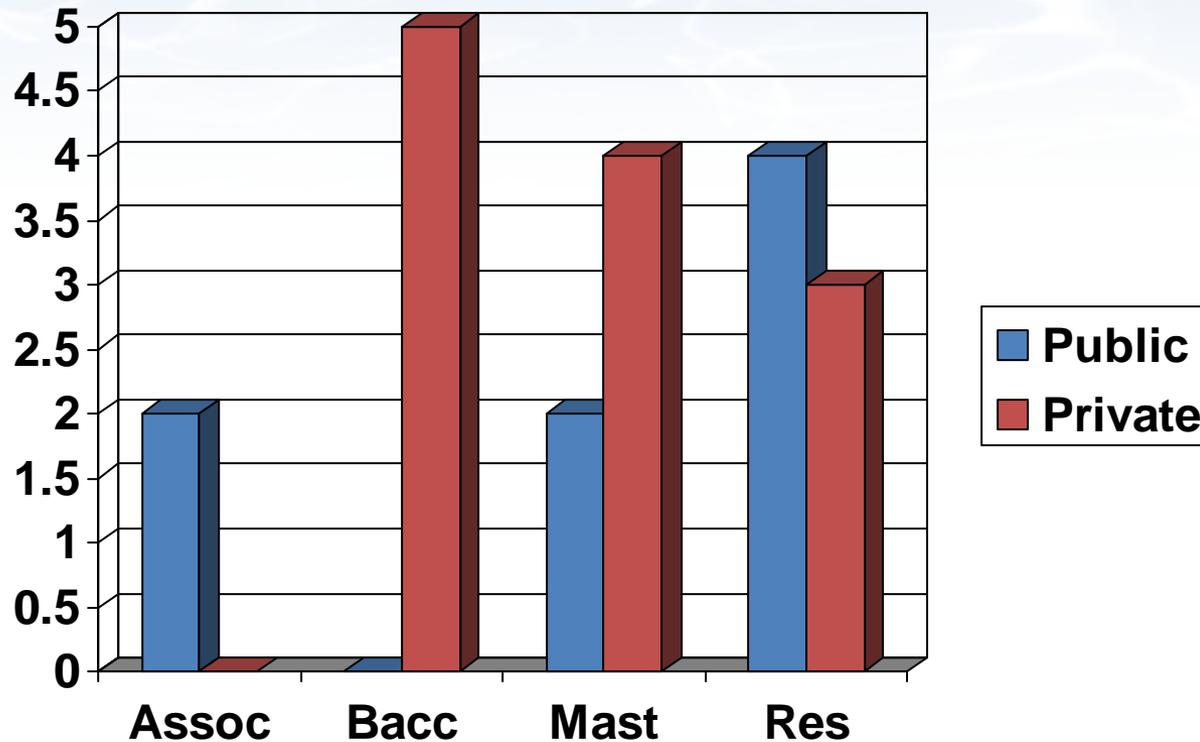


Methodology

- Interviews of one hour in length each were conducted in the spring of 2008
- Interview participants consisted of:
 - 20 CEnOs (out of 48 volunteers)
 - 17 CAdOs at institutions with CEnOs (out of 32 volunteers)
 - 18 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 are English and Business
- Most popular master's degrees are Education, College Student Personnel/Counseling, and MBA
- Five CEnOs had completed doctorates:
 - Three of these were in Higher Education Admin/Ed Leadership
 - One in public policy
 - 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 CEnOs earned their doctorates at their current institutions
- Two CEnOs are actively pursuing doctorates



Doctorates

- Why do CEnOs 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 CEnOs 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 managers



Entering the Profession

- How did CEnOs initially enter the enrollment profession?
 - Recruited
 - By presidents who wished for someone familiar to take on enrollment duties
 - By friends who worked in higher education
 - 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 did the careers of CEnOs 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 between admissions and financial aid at a variety of institutions
 - Local approach
 - Six of the CEnOs 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
 - Consulting
 - Education
 - Liberal Arts
 - Analytical, decision-making, strategic thinking, communication skills
 - Finance and economics
 - Important preparation for financial and statistical work
 - MBA
 - Personnel management, organizational change, business principles
 - Doctorate
 - Understanding the complex institutional environment
 - Discussing challenges with student colleagues
 - Learning best practices
 - Great mentors – locally and nationally
 - Involvement with professional associations

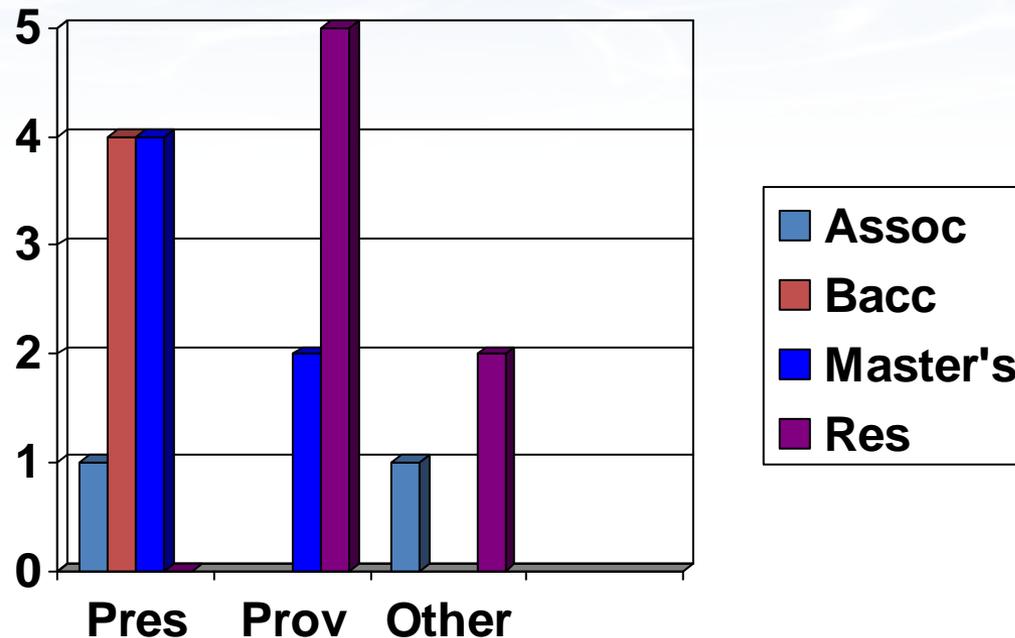


Preparation

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

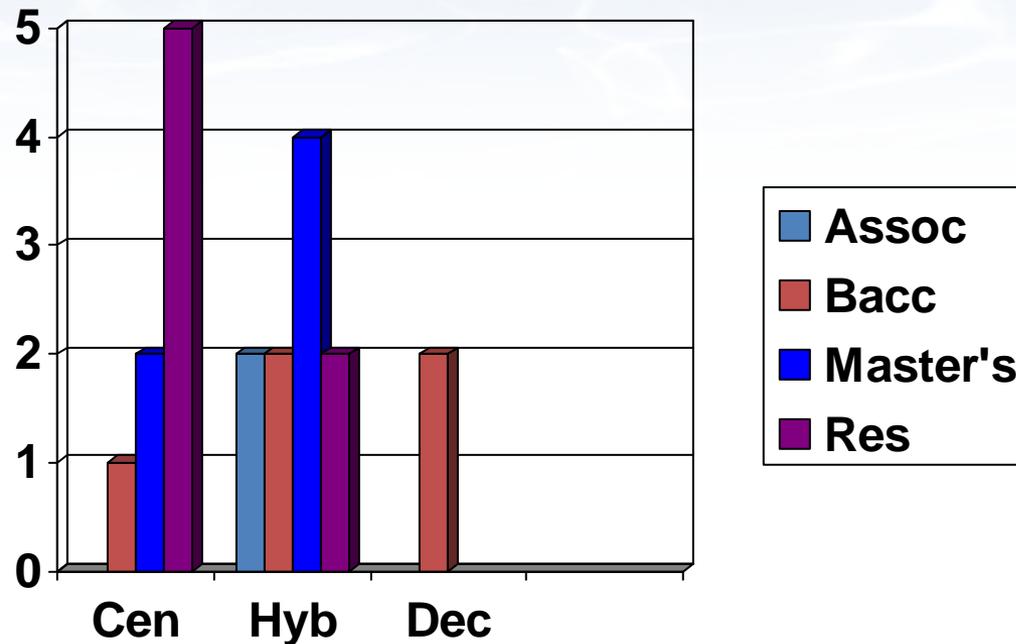


Reporting Structure





Enrollment Structure





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
 - Half of these CEnOs oversee graduate admissions and aid
 - Six of eight oversee the registrar
 - Four of eight oversee institutional research
 - Three of eight oversee marketing and communications
 - Two of eight are 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
 - 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 but one of the ten CEnOs oversee both UG admissions and student aid
 - Only two of the ten stated responsibility for graduate admissions, though five of the ten oversee graduate aid
 - Five of the ten oversee marketing and communications
 - Five of the ten oversee the registrar
 - Only one of the ten oversee institutional research
 - Four of the ten are responsible for student retention



Enrollment Structure

- Hybrid Enrollment Systems (moving toward centralization)
 - Why do these CEnOs characterize their systems as hybrid?
 - Some programs remain historically autonomous with their own admissions processes
 - 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 partially centralized enrollment systems?
 - 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
 - Inability for admissions personnel to have fully informed conversations about aid opportunities with prospects



Enrollment Structure

- Hybrid Enrollment Systems (moving toward centralization)
 - What is preventing greater centralization?
 - Historical belief in departmental autonomy; unwillingness to surrender 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 do these CEnOs anticipate centralization will 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
 - Consultants recommending centralization

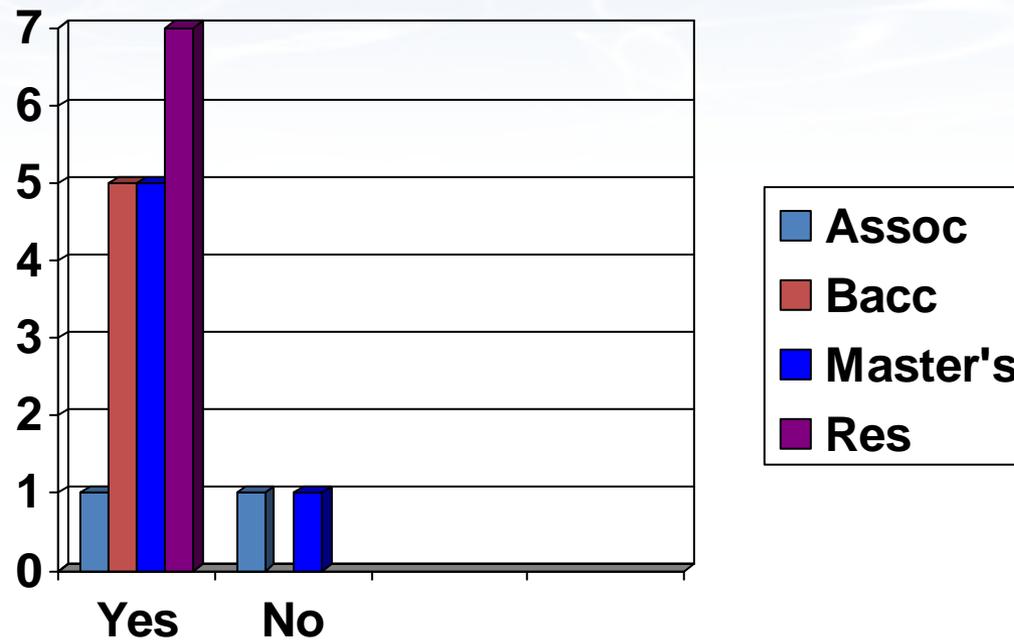


Themes to Explore: Professional Strategies and Development

- 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





Themes to Explore: Professional Strategies and Development

- In what areas do CEnOs 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
 - CEnO 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 CEnOs 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



Looking to Future Professional Development Opportunities

- Knowledge in the following areas would help CEnOs 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



Additional Observations

- Should more CEnOs earn doctorates and is enough being done to make this possible?
- If the majority of chief enrollment officers come from an admissions background, how might this influence their approach to building/managing a comprehensive enrollment system?
- What do various reporting structures reveal about institutional priorities?
 - Presidential versus Provost-based reporting structures
- Why do many chief admission officers at institutions without chief enrollment officers resist centralization efforts? What are the advantages of CAdO-led/decentralized systems?
- How are business influences and values influencing higher education?
- How can we improve efforts to prepare future chief enrollment officers and meet the anticipated needs of institutions?



Questions and Feedback



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

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