Building a Comprehensive Enrollment Management Research Capacity: A Tale of Two Cultures
9:15 am–10:45 am

Hamilton/Indian River
Session ID 760

DePaul University's Enrollment Management & Marketing division merged the enrollment management and institutional research offices to forge a comprehensive research capacity, linking the understanding of student markets with degree progress and academic program capacity analysis. Success depended on effectively harnessing the friction created by joining offices of very different cultures. We will discuss this merger and examples of the resulting strategic enrollment management research.

Building a Comprehensive Enrollment Management Research Capacity:

A Tale of Two Cultures

Presented by:

David Kalsbeek
Liz Sanders

DePaul University

AACRAO SEM Conference 2012, Orlando FLA

Nuns Atomic Defense Symposium
« Previous Image 18 of 22 Next »
CLOSE

Forget t-shirts! In the 40s, these Demons showed their spirit with bibs.
« Previous Image 13 of 22 Next »
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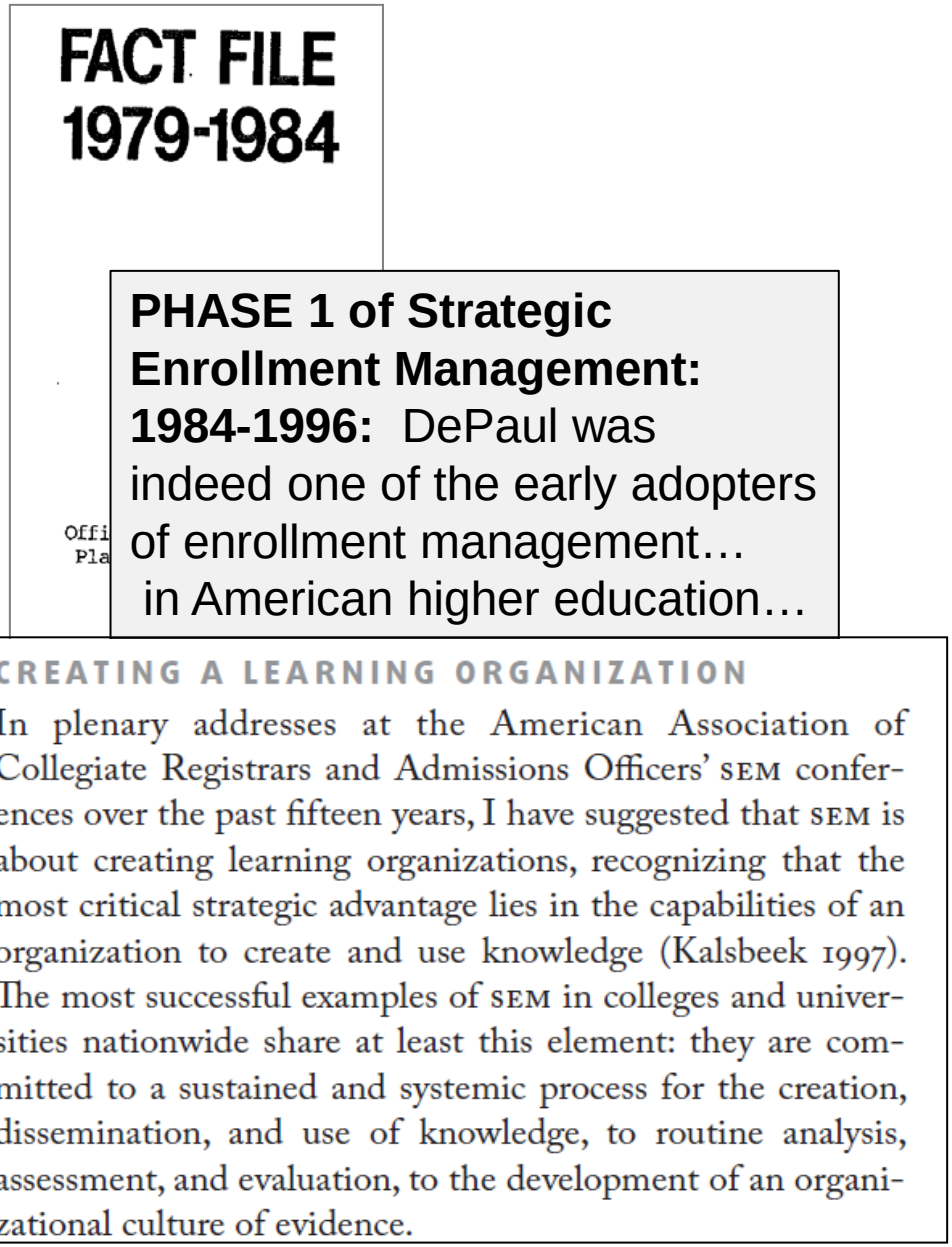
Background

DePaul University Overview

- Located in Chicago, Illinois
- Founded in 1898
- Nation's largest Catholic university
  - 24,966 students in 2012
  - 55% of enrollment is FT undergrad
- Diverse student body
  - 31% of 2,593 new freshmen are first-generation students
  - 34% of freshmen are students of color
  - Throughout the fiscal year, we enroll as many new transfers as freshmen
  - Approximate 7,500 graduate students are predominantly master's level; law school enrolls around 1,000 students.



DePaul's History

Long history of robust and well-resourced IR office

Early adoption of EM in mid 1980s

Substantial investment in EM research

Belief that SEM relies on commitment to creation, dissemination and use of knowledge

EMR Strengths

- Divisional Reputation
- Action researchers
- Admission/aid data infrastructure
- Push and pull reporting mechanisms
- Market position and benchmarking

OIPR Strengths

- Institutional Reputation
- IR professionals
- Enrollment data infrastructure
- Push reporting mechanisms
- University perspective
- Enrollment projections

Handout Slide

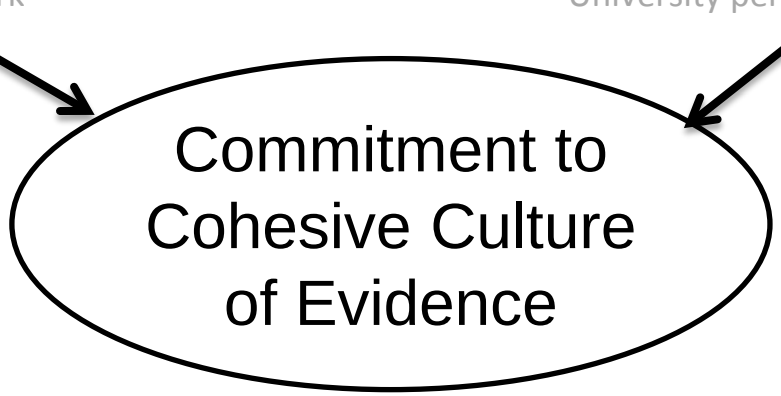
Survey research
Benchmarking
Reporting
Infrastructure
IR professionals
Institutional Reputation
University perspective
Streams in confluence
Action researchers
Divisional Reputation
Close research partners
*Aerial photo of Colorado/Green River **Confluence**, San Juan County, Utah ...*

EMR Strengths

- Divisional Reputation
- Action researchers
- Admission data infrastructure
- Push and pull reporting mechanisms
- Scanning and benchmark

OIPR Strengths

- Institutional Reputation
- IR professionals
- Enrollment data infrastructure
- Push reporting mechanisms
- University perspective



EMR Culture

- Fast-paced action research considers partner's needs
- Annual research agendas
- Business analysts
- Aligned with marketing strategy

OIPR Culture

- Regular reporting and service-oriented research
- Responsive to requests
- PhD researchers
- Reflective, 'objective' approach

Handout Slide

Plates Collide
Plate
Advocacy
Partnerships
Prioritization
plate
Ethics
Service
Responsiveness
divediscover.whoi.edu

Institutional Research & Market Analytics (IRMA)

Vision & Operating Principles

"We will frame and inform the institutional strategic dialogue, building a culture of evidence in support of planning and management, as agents of change at DePaul and in higher education generally."

- Provide usable data
- Go beyond the obvious
- Demonstrate a strategic orientation
- Respond with energy and focus
- Provide reliable, accurate information
- Anticipate needs and actively scan environment
- Are consulted as experts

Why do we report here?
Why do we report here?
No one uses IR tools
Market researchers change data
IR is data order taker
We are responsive we don't say no

Short-term Opportunities

Opportunities

- Leverage single data source (not glamorous by critical) and technical efficiencies - platform for consolidated portfolio of reports

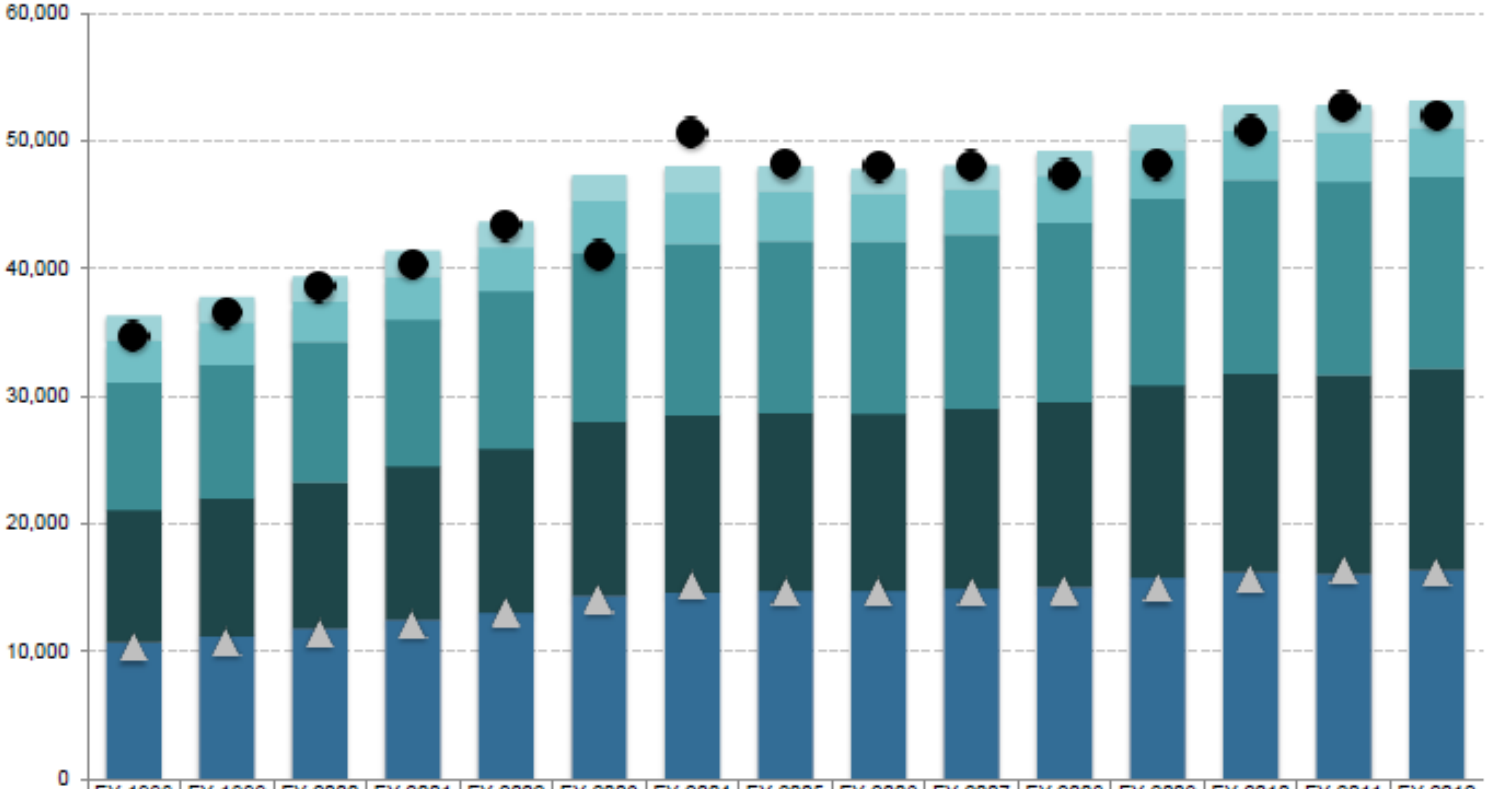
- Research support to EM and university is broader and deeper, more cross-fertilization and less redundancy

- Change the model from ‘client service’ to ‘research partners’ to increase chance that information will percolate in climate of informed discussion

- Gain collaborative colleagues with proclivity for stats and methodology shop talk.

DePaul University

Undergraduate Total



	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Summer II	1,966	1,991	1,974	2,061	2,029	2,022	2,047	1,957	1,907	1,871	1,917	1,973	2,012	2,155	2,147
Summer I	3,280	3,320	3,154	3,356	3,382	4,070	4,029	3,895	3,760	3,548	3,698	3,826	3,877	3,855	3,815
Spring	9,999	10,441	11,024	11,487	12,369	13,268	13,438	13,453	13,453	13,627	14,035	14,608	15,156	15,151	15,067
Winter	10,373	10,811	11,443	12,059	12,853	13,605	13,889	13,958	13,897	14,118	14,508	15,058	15,548	15,568	15,734
Fall	10,697	11,186	11,776	12,436	13,020	14,343	14,585	14,717	14,740	14,893	15,024	15,782	16,199	16,052	16,384
Budget (Fall)	10,363	10,789	11,480	12,173	13,071	14,116	15,245	14,757	14,720	14,672	14,781	14,995	15,679	16,384	16,247
Budget (Year)	34,726	36,456	38,556	[illegible]	43,308	41,056	50,643	48,159	47,928	48,076	47,371	48,101	50,825	52,701	51,942

Proprietary & Confidential – Source: IRMA Census Enrollment File, 2011/2012 Data as of 4/14/2012

About Students and the Market Matrix

About the Market Matrix - Research and data exist to answer questions like those below.

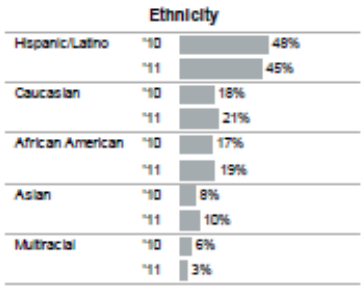
	Target Market & Inquiries	Applicants & Admits	New Students	All Students	Degree Recipients /Alumni
Industry and Market	What programs are high school students or GMAT testers interested in?	Are freshmen applying to more schools?	Are freshmen more or less competitive than 5 years ago?	Do students require more mental health services than 5 years ago?	What is the time-to-degree for master's students nationally?
Benchmarks, Competition	What share of health sciences freshmen apply to DePaul, Loyola?	Where do admitted non-enrolling students enroll?	How engaged are DePaul freshmen compared to Catholic peers?	Is DePaul still the largest Catholic institution in the nation?	What percent of graduate students are Double Demons?
Profile & Patterns	What program attributes are inquiries interested in?	What is the profile of freshmen applying test optional?	What are our top transfer feeder schools?	What is the profile of students taking online courses?	Who are our new alumni?
Student Perceptions	Why do freshmen go to college?	What is most important to DePaul admitted transfers?	Why do DePaul freshmen say they go to college?	How do students evaluate their academic advising?	How do graduates evaluate their DePaul education?
Progress, Performance, Outcomes	What proportion of national freshmen graduate in 6 years?	What CPS feeder high schools have the highest yield?	What % of freshmen complete the 1st year with 2.5 GPA and 48 hours?	What percent of students on probation in 1st year graduate?	What percent of bachelor's earners go to grad school?

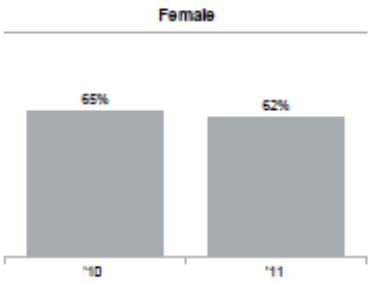
DePaul Freshmen from CPS Total

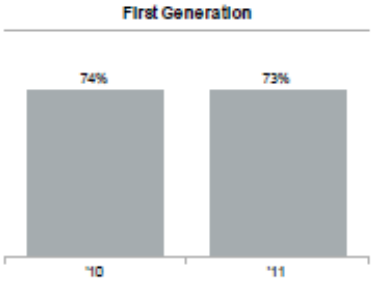
Admission Activity (Fall 2010 & Fall 2011)

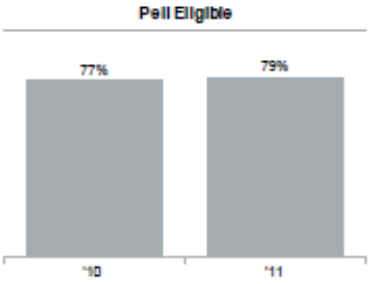
	Apps '10	Apps '11	Apps % Chg	Admit '10	Admit '11	Admit % Chg	Enroll '10	Enroll '11	Enroll % Chg
CPS Total	1,913	2,833	48%	1,031	1,313	27%	304	298	-2%
Total Freshmen	12,031	16,711	39%	8,281	10,714	29%	2,241	2,458	10%

Demographic Profile of Enrolled Students

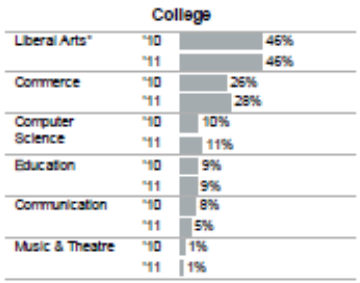


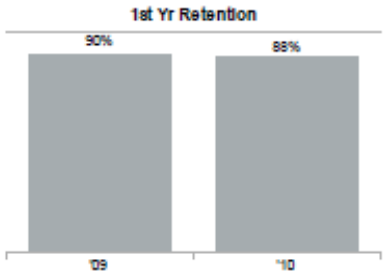


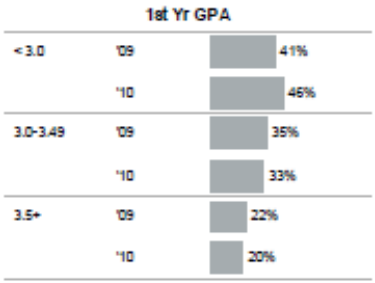


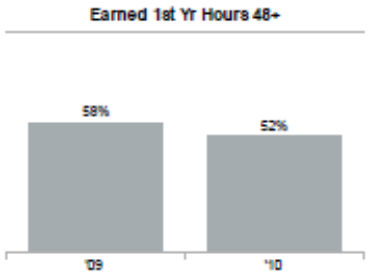


Academic Profile of Enrolled Students



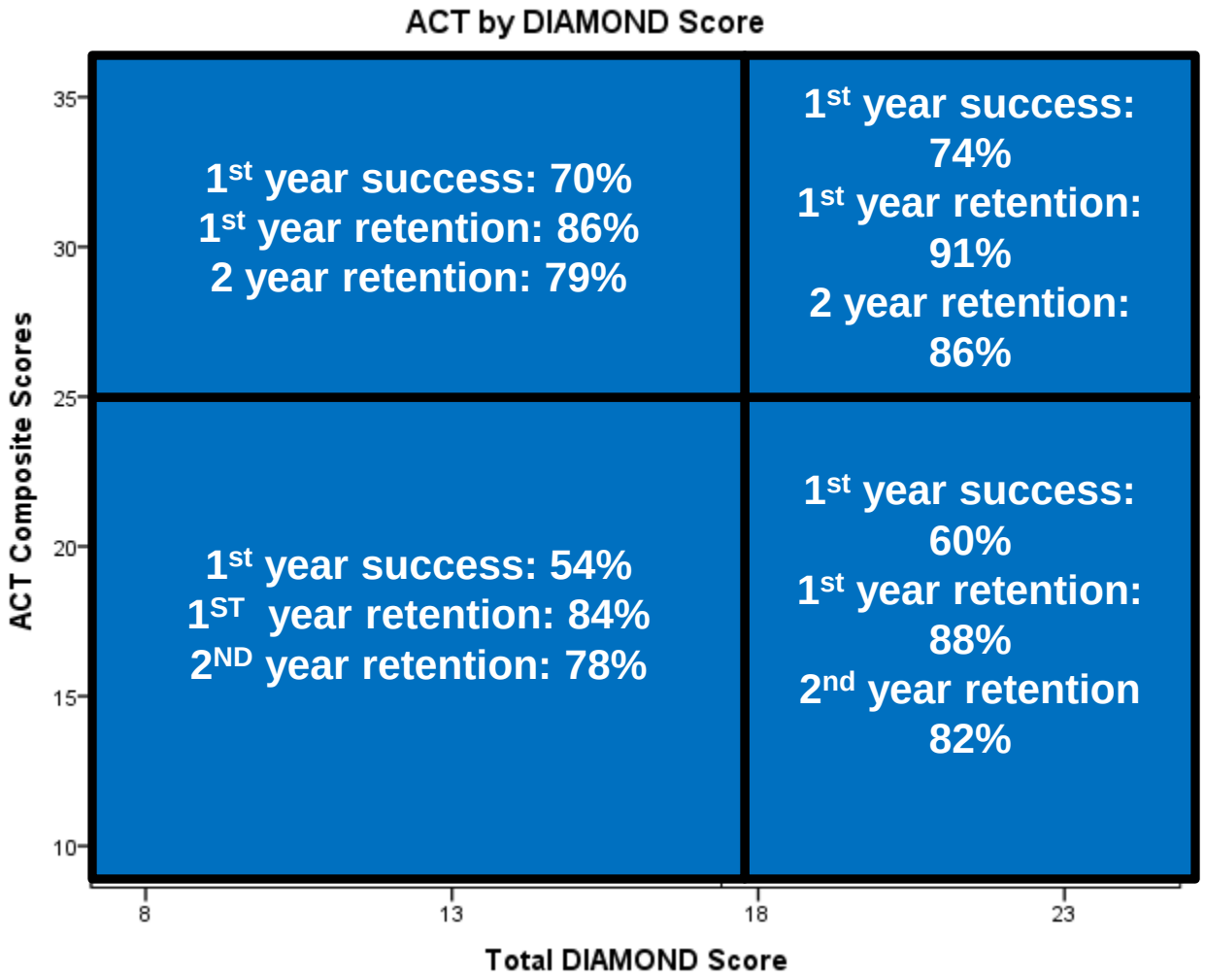






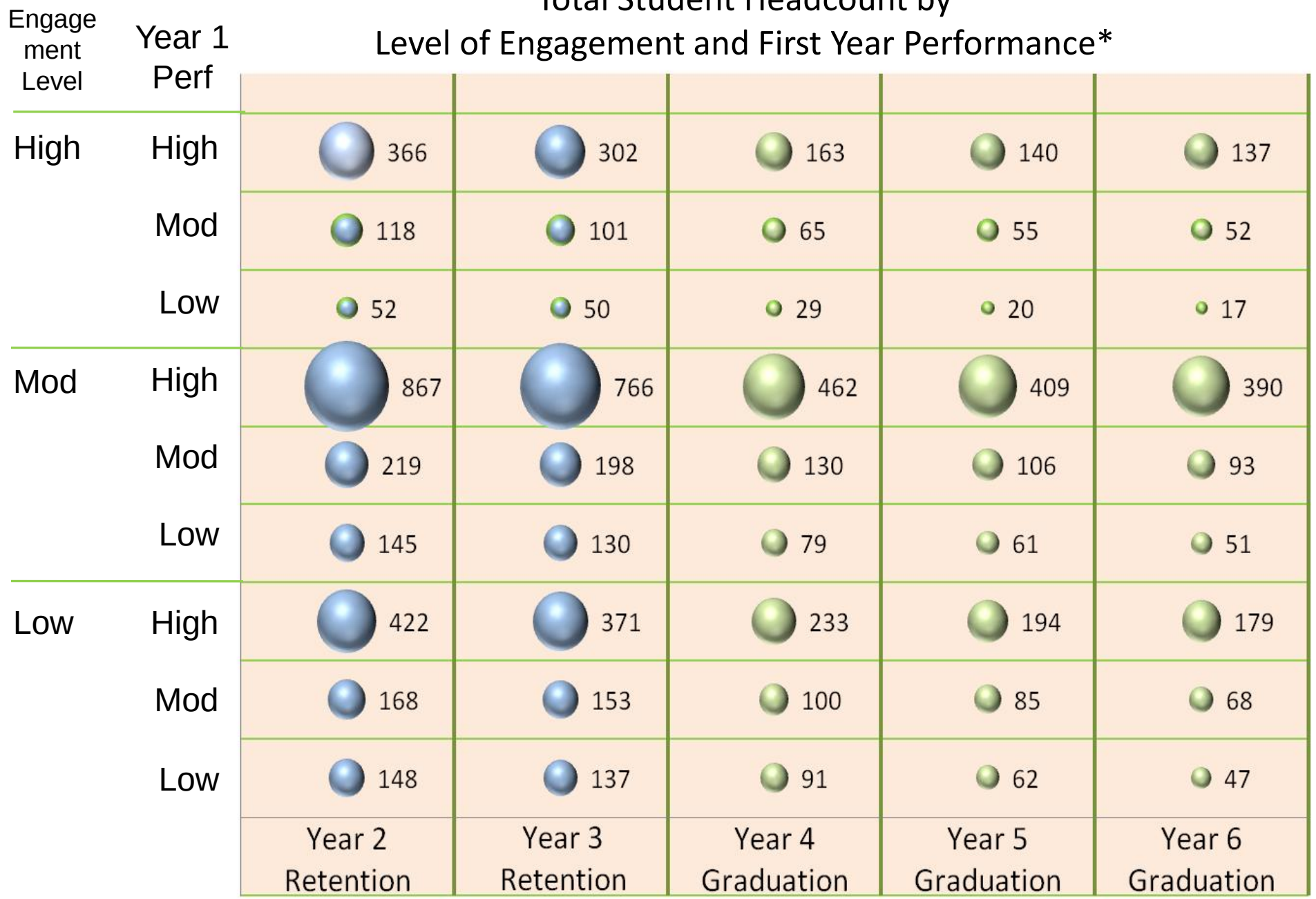
~ Part of the IRMA Enrollment Report Suite
* In 2011, DePaul created the College of Science and Health, this college and Liberal Arts and Social Sciences are combined into 'Liberal Arts' on this report to be consistent with the previous year.

Students with higher than average DIAMOND scores have greater retention whether ACT is above or below average.



Horizontal line represents average ACT score , vertical line represents average DIAMOND score.

Total Student Headcount by Level of Engagement and First Year Performance*



*excluding Barat, Music, Theatre and SNL

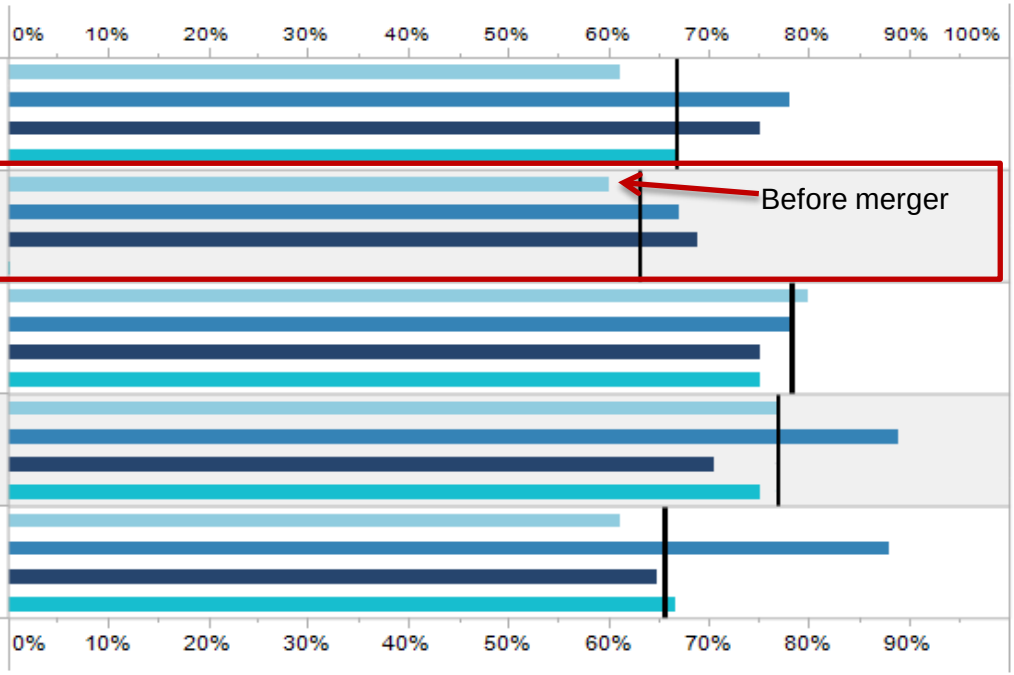
Building proactive partnerships and assessment feedback loops strengthened IR support of academic program review.

How useful were the following documents to the program review process?

% Moderately/Very Useful

Academic Program Review
Feedback Survey Results

..	Unit	N
Program Profile	Sciences, CDM, & Humanities	41
	MOL, Honors, WRD	9
	Liberal Studies Program	16
	Business	3
Response to Data	Sciences, CDM, & Humanities	40
	MOL, Honors, WRD	9
	Liberal Studies Program	16
	Business	Null
Self-Study Plan	Sciences, CDM, & Humanities	40
	MOL, Honors, WRD	9
	Liberal Studies Program	16
	Business	4
Self-Study Report	Sciences, CDM, & Humanities	39
	MOL, Honors, WRD	9
	Liberal Studies Program	17
	Business	4
MOU	Sciences, CDM, & Humanities	38
	MOL, Honors, WRD	8
	Liberal Studies Program	17
	Business	3



SAMPLE DATA

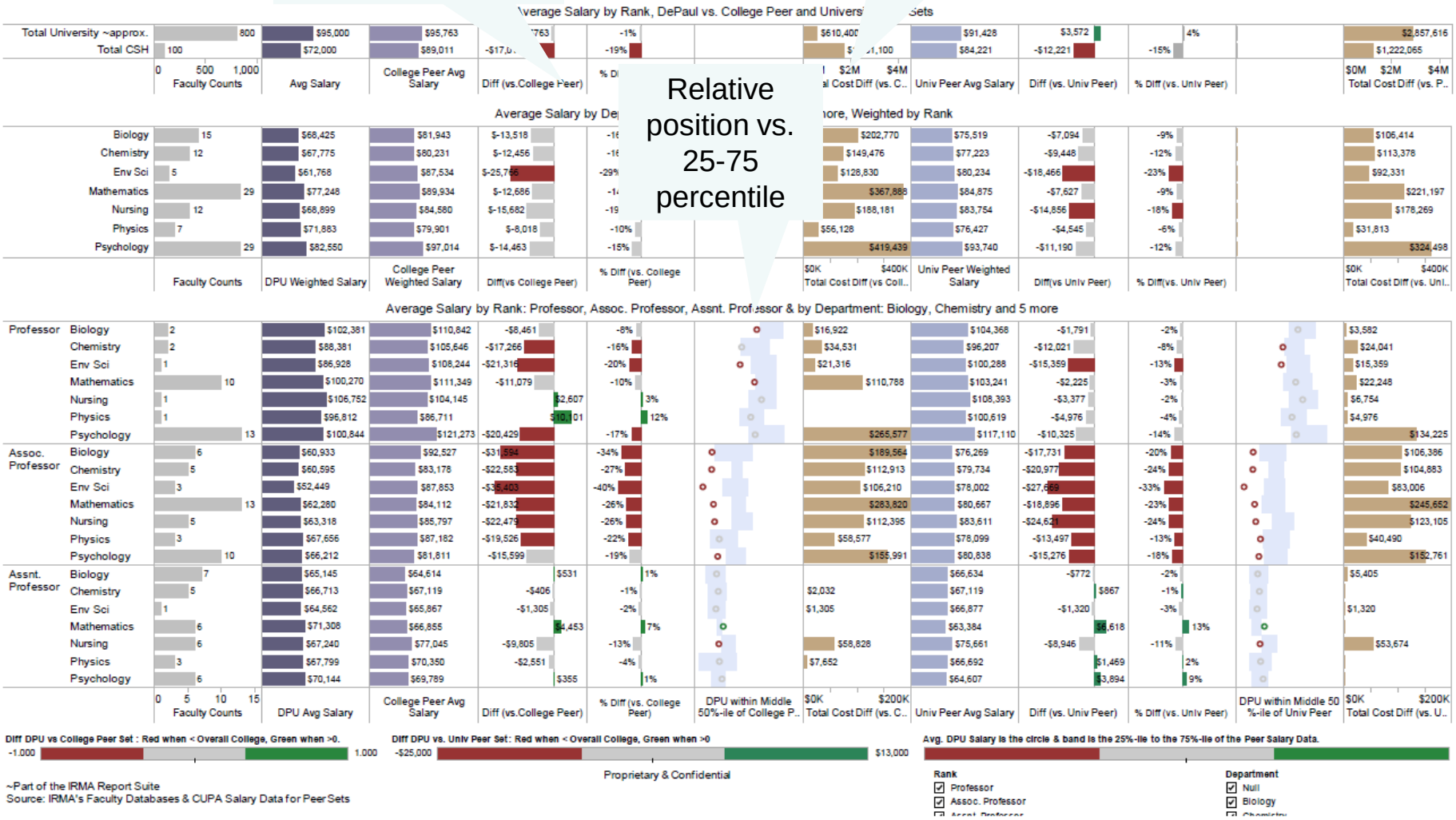
Salary gap against college peer set $ and %

Dollars to bring salaries to peer median average

Relative position vs. 25-75 percentile

Extremely Sensitive & Confidential
FT Comparative Salary by Departmer
Dean's Dashboard

DEPAUL UNIVERSITY
ENROLLMENT MANAGEMENT AND MARKETING



~Part of the IRMA Report Suite
Source: IRMA's Faculty Databases & CUPA Salary Data for Peer Sets

Proprietary & Confidential

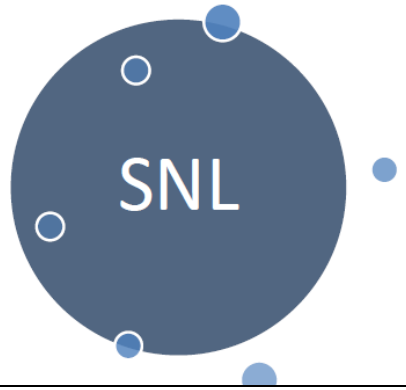
Mythbusters:
7 Myths About DePaul

IRMA Brown Bag
September 2012

DEPAU
ENROLLMEN
Institutional R

Myth #3: Most new adult undergrad
in the School for New Learning (

Adult Students by College?



Myth #4: CDM graduate students are more likely to leave DePaul without a degree than students at other DePaul colleges.

It has been suggested that students in computing disciplines are more likely to leave DePaul than those in other disciplines, possibly due to employment opportunities.

17

Smart Jocks

"When it comes to stereotypes about student athletes, DePaul is a myth buster," says Joe Filkins, associate director, Institutional Research & Market Analytics.

These numbers from 2011 prove his point:

Five (5) DePaul teams had the top GPA in the Big East: women's basketball, golf, men's soccer, softball, and women's tennis. In fact, even though DePaul participated in the fewest number of sports, we had the greatest number of teams with the top GPAs.

148 of 214 (69 percent) DePaul student-athletes were named to the Big East All-Academic Team.

Two students — Charles Boucher (golf) and Alex Morocco (softball) — received Big East Scholar-Athlete of the Year recognition for their athletic performance, academic success, and community service.

167 of 214 (78 percent) of DePaul student-athletes made the Athletic Director's Honor Roll by earning a GPA of 3.0 (or greater).

130 of 214 (61 percent) made the Dean's List by earning a GPA of 3.5 (or greater).
Golf claimed its second straight Division I Academic National Champion Honor for having the top team GPA in the country.

The current graduation rate for DePaul's freshmen is 63 percent; for student athletes, it's 88 percent. Jean Lenti Ponsetto, athletics director, says DePaul has all the right component parts in place to achieve this remarkable record:

"First, our student-athletes deserve the vast majority of the credit — they do the heavy lifting —their seriousness about academics is backed up with an incredibly strong work ethic…

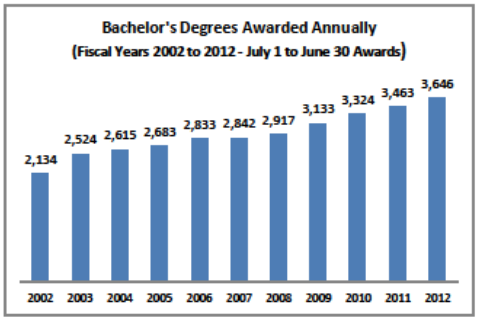
DEPAUL UNIVERSITY
ENROLLMENT MANAGEMENT AND MARKETING

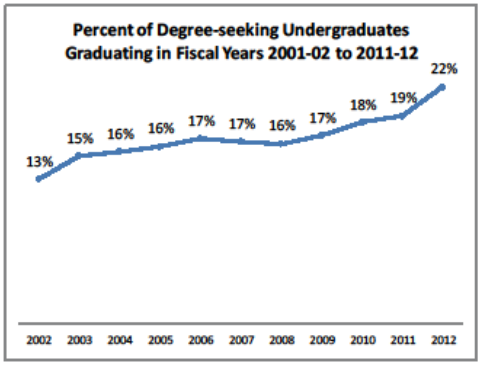
IR ABSTRACT

INSIGHTS AND OUTCOMES FROM INSTITUTIONAL RESEARCH AT DEPAUL UNIVERSITY

Issue 7—October 2012

Growing Proportion of Undergraduates Awarded Degrees Each Year





DePaul awarded 3,646 bachelor's degrees during the fiscal year 2011-12 (FY12), up from 2,134 in FY02. This is an overall increase of 71 percent in 10 years. At the same time, total degree-seeking undergraduate enrollment increased only 4 percent, from 16,126 students enrolled throughout FY02 to 16,825 students in FY12. As a result, the proportion of degree-seeking students who graduate each year increased, from 13 percent in FY02 to 22 percent in FY12.

The proportion of degrees awarded has increased dramatically since FY08, from 16 to 22 percent, after several years of relative stability. The number of degrees awarded increased 25 percent while degree-seeking undergraduate enrollment decreased by 5 percent. Compared to FY08, degrees awarded in FY12 were up in most colleges:

- 60 percent increase in Computing and Digital Media
- 59 percent in Communication
- 44 percent increase in the Theatre School
- 25 percent increase in College of Science Health
- 23 percent increase in College of Business
- 17 percent increase in School for New Learning, and
- 15 percent in Liberal Arts and Social Sciences.

Only two colleges did not show increases in FY12 when compared to FY08. The College of Education was flat while the School of Music awarded 9 fewer degrees, a 16 percent decline.

Source: IRMA Census Analysis Cube and Fact File. Fiscal year represents summer through spring—July1 to June 30. The number of undergraduates are unduplicated across terms to sum to a total fiscal year unique student count and are degree-seeking only.

DEPAUL UNIVERSITY
ENROLLMENT MANAGEMENT AND MARKETING

MARKET SHARE

INFORMATION ON DEPAUL UNIVERSITY'S MARKET PROMINENCE, POSITION AND PERFORMANCE

Issue 89—May 2012

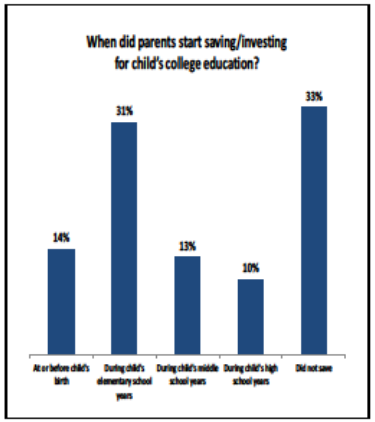
When Do Parents Start Saving for College?

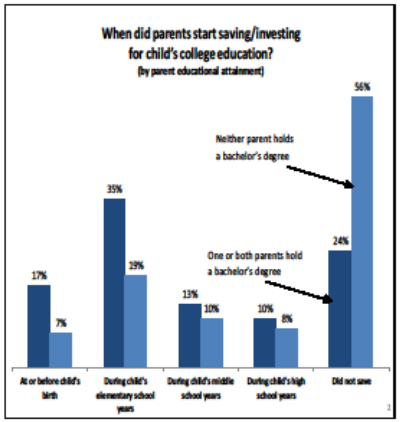
In January 2012, parents of fall 2011 freshmen who had filed a Free Application for Federal Student Aid (FAFSA) were surveyed about financing their child's college education (85 percent of the 2011 freshman class submitted a FAFSA). The survey included questions about when parents began to save for college as well as parents' own educational attainment.

Results showed that nearly half of families (45 percent) began saving in the early years, at or before the child's birth or in elementary school. Nearly a quarter of families (23 percent) started saving during the child's middle school or high school years. A third of families (33 percent) reporting not saving for college.

These percentages differed dramatically by parents' educational attainment. About a half of families with one or two parents holding a bachelor's degree (52 percent) reported beginning to save in the early years, compared to a quarter of families where neither parent held a degree (26 percent).

Conversely, a quarter of families (24 percent) where one or both parents held a bachelor's degree reported not saving for college, compared to twice this percent (56 percent) in families where neither held a bachelor's degree.





Notes: The percent of FAFSA filers calculation does not include freshmen in select programs: Theatre, Music, Athletics or tuition exchange students. The 'Did not save' response was calculated from the 'not applicable' option on the survey item: "When did you start saving/investing for your child's college education, if at all?"

Source: 2011-12 HCRC Family Education Finance Study, IRMA.

Focused on our vision and operating principles…

- Frame and inform institutional dialogue
- Create a culture of evidence
- Change agent

- Provide usable data
- Go beyond the obvious
- Demonstrate a strategic orientation
- Respond with energy and focus
- Provide reliable, accurate information
- Anticipate needs and actively scan environment
- Are consulted as experts

Observations & Learning

- IR is a valuable contributor to SEM
- Researchers need to shift the paradigm: from client service to proactive partnership
  - Need to understand the business to connect the dots
  - Researchers must advocate for their data
- IR is a university resource, and needs to be located where it will be of most university value.

Thank you!

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Liz Sanders (lsander3@depaul.edu)

Please contact us with questions and comments.