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
Background

Forget t-shirts! In the 40s, these Demons showed their spirit with bibs.
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.
PHASE 1 of Strategic Enrollment Management:
1984-1996: DePaul was indeed one of the early adopters of enrollment management... in American higher education...

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

In plenary addresses at the American Association of Collegiate Registrars and Admissions Officers’ SEM conferences over the past fifteen years, I have suggested that SEM is about creating learning organizations, recognizing that the most critical strategic advantage lies in the capabilities of an organization to create and use knowledge (Kalsbeek 1997). The most successful examples of SEM in colleges and universities nationwide share at least this element: they are committed to a sustained and systemic process for the creation, dissemination, and use of knowledge, to routine analysis, assessment, and evaluation, to the development of an organizational culture of evidence.
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

Commitment to Collaborative Culture of Evidence
Streams in confluence

Survey research
Benchmarking
Reporting
Infrastructure

IR professionals
Institutional Reputation
University perspective

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

Commitment to Cohesive Culture of Evidence

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
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?

No one uses IR tools

IR is data order taker

Market researchers change data

We are responsive we don’t say no

We report here?
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.
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.

<table>
<thead>
<tr>
<th><strong>Target Market &amp; Inquiries</strong></th>
<th><strong>Applicants &amp; Admits</strong></th>
<th><strong>New Students</strong></th>
<th><strong>All Students</strong></th>
<th><strong>Degree Recipients /Alumni</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Industry and Market</strong></td>
<td>What programs are high school students or GMAT testers interested in?</td>
<td>Are freshmen applying to more schools?</td>
<td>Are freshmen more or less competitive than 5 years ago?</td>
<td>Do students require more mental health services than 5 years ago?</td>
</tr>
<tr>
<td><strong>Benchmarks, Competition</strong></td>
<td>What share of health sciences freshmen apply to DePaul, Loyola?</td>
<td>Where do admitted non-enrolling students enroll?</td>
<td>How engaged are DePaul freshmen compared to Catholic peers?</td>
<td>Is DePaul still the largest Catholic institution in the nation?</td>
</tr>
<tr>
<td><strong>Profile &amp; Patterns</strong></td>
<td>What program attributes are inquiries interested in?</td>
<td>What is the profile of freshmen applying test optional?</td>
<td>What are our top transfer feeder schools?</td>
<td>What is the profile of students taking online courses?</td>
</tr>
<tr>
<td><strong>Student Perceptions</strong></td>
<td>Why do freshmen go to college?</td>
<td>What is most important to DePaul admitted transfers?</td>
<td>Why do DePaul freshmen say they go to college?</td>
<td>How do students evaluate their academic advising?</td>
</tr>
<tr>
<td><strong>Progress, Performance, Outcomes</strong></td>
<td>What proportion of national freshmen graduate in 6 years?</td>
<td>What CPS feeder high schools have the highest yield?</td>
<td>What % of freshmen complete the 1st year with 2.5 GPA and 48 hours?</td>
<td>What percent of students on probation in 1st year graduate?</td>
</tr>
</tbody>
</table>
DePaul Freshmen from CPS Total
Admission Activity (Fall 2010 & Fall 2011)

<table>
<thead>
<tr>
<th></th>
<th>Apps '10</th>
<th>Apps '11</th>
<th>Apps % Chg</th>
<th>Admit '10</th>
<th>Admit '11</th>
<th>Admit % Chg</th>
<th>Enroll '10</th>
<th>Enroll '11</th>
<th>Enroll % Chg</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS Total</td>
<td>1,913</td>
<td>2,833</td>
<td>48%</td>
<td>1,031</td>
<td>1,313</td>
<td>27%</td>
<td>304</td>
<td>298</td>
<td>-2%</td>
</tr>
<tr>
<td>Total Freshmen</td>
<td>12,031</td>
<td>16,711</td>
<td>39%</td>
<td>8,281</td>
<td>10,714</td>
<td>29%</td>
<td>2,241</td>
<td>2,458</td>
<td>10%</td>
</tr>
</tbody>
</table>

Demographic Profile of Enrolled Students

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Female</th>
<th>First Generation</th>
<th>Pell Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>65%</td>
<td>74%</td>
<td>77%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>45%</td>
<td>73%</td>
<td>79%</td>
</tr>
<tr>
<td>African American</td>
<td>10%</td>
<td>73%</td>
<td>79%</td>
</tr>
<tr>
<td>Asian</td>
<td>10%</td>
<td>73%</td>
<td>79%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>6%</td>
<td>73%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Academic Profile of Enrolled Students

<table>
<thead>
<tr>
<th>College</th>
<th>1st Yr Retention</th>
<th>1st Yr GPA</th>
<th>Earned 1st Yr Hours 48+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal Arts</td>
<td>90%</td>
<td>2.70</td>
<td>58%</td>
</tr>
<tr>
<td>Commerce</td>
<td>88%</td>
<td>2.59</td>
<td>52%</td>
</tr>
<tr>
<td>Computer Science</td>
<td>79%</td>
<td>2.78</td>
<td>52%</td>
</tr>
<tr>
<td>Education</td>
<td>78%</td>
<td>2.73</td>
<td>52%</td>
</tr>
<tr>
<td>Communication</td>
<td>75%</td>
<td>2.58</td>
<td>52%</td>
</tr>
<tr>
<td>Music &amp; Theatre</td>
<td>75%</td>
<td>2.80</td>
<td>52%</td>
</tr>
</tbody>
</table>

+ Part of the RMA 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.

- **1st year success:** 70%
- **1st year retention:** 86%
- **2 year retention:** 79%

- **1st year success:** 74%
- **1st year retention:** 91%
- **2 year retention:** 86%

- **1st year success:** 54%
- **1ST year retention:** 84%
- **2ND year retention:** 78%

- **1st year success:** 60%
- **1st year retention:** 88%
- **2nd year retention:** 82%

Horizontal line represents average ACT score, vertical line represents average DIAMOND score.
<table>
<thead>
<tr>
<th>Engagement Level</th>
<th>Year 1 Perf</th>
<th>Year 2 Retention</th>
<th>Year 3 Retention</th>
<th>Year 4 Graduation</th>
<th>Year 5 Graduation</th>
<th>Year 6 Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>366</td>
<td>422</td>
<td>233</td>
<td>194</td>
<td>179</td>
</tr>
<tr>
<td></td>
<td>Mod</td>
<td>302</td>
<td>371</td>
<td>100</td>
<td>85</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>163</td>
<td>91</td>
<td>62</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Mod</td>
<td>High</td>
<td>118</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mod</td>
<td>101</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>65</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>High</td>
<td>52</td>
<td>145</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mod</td>
<td>50</td>
<td>130</td>
<td></td>
<td></td>
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<td>29</td>
<td>79</td>
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</table>

*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

<table>
<thead>
<tr>
<th>Academic Program Review</th>
<th>Feedback Survey Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit</td>
</tr>
<tr>
<td>Program Profile</td>
<td>Sciences, CDM, &amp; Humanities</td>
</tr>
<tr>
<td></td>
<td>MOL, Honors, WRD</td>
</tr>
<tr>
<td></td>
<td>Liberal Studies Program</td>
</tr>
<tr>
<td></td>
<td>Business</td>
</tr>
<tr>
<td>Response to Data</td>
<td>Sciences, CDM, &amp; Humanities</td>
</tr>
<tr>
<td></td>
<td>MOL, Honors, WRD</td>
</tr>
<tr>
<td></td>
<td>Liberal Studies Program</td>
</tr>
<tr>
<td></td>
<td>Business</td>
</tr>
<tr>
<td>Self-Study Plan</td>
<td>Sciences, CDM, &amp; Humanities</td>
</tr>
<tr>
<td></td>
<td>MOL, Honors, WRD</td>
</tr>
<tr>
<td></td>
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Before merger
### Salary Gap Against College Peer Set

- **$ and %**

### Dollars to Bring Salaries to Peer Median Average

- **Relative position vs. 25-75 percentile**

### Data

#### Faculty Counts
- Biology: 15
- Chemistry: 12
- Env Sci: 5
- Mathematics: 24
- Nursing: 12
- Physics: 7
- Psychology: 29

#### Average Salary by Rank, DePaul vs. College Peer and Univer.

<table>
<thead>
<tr>
<th>Rank</th>
<th>DePaul Avg Salary</th>
<th>College Peer Avg Salary</th>
<th>Diff vs. College Peer</th>
<th>% Diff vs. College Peer</th>
<th>DPU vs. Peer</th>
<th>% Diff vs. Peer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>$102,201</td>
<td>$105,422</td>
<td>-$3,221</td>
<td>-3%</td>
<td>$3,221</td>
<td>3%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$98,391</td>
<td>$102,775</td>
<td>-$4,384</td>
<td>-4%</td>
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<tr>
<td>Env Sci</td>
<td>$94,428</td>
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<tr>
<td>Mathematics</td>
<td>$100,270</td>
<td>$103,594</td>
<td>-$3,324</td>
<td>-3%</td>
<td>$3,324</td>
<td>3%</td>
</tr>
<tr>
<td>Nursing</td>
<td>$96,125</td>
<td>$98,145</td>
<td>-$2,020</td>
<td>-2%</td>
<td>$2,020</td>
<td>2%</td>
</tr>
<tr>
<td>Physics</td>
<td>$98,812</td>
<td>$100,762</td>
<td>-$1,950</td>
<td>-2%</td>
<td>$1,950</td>
<td>2%</td>
</tr>
<tr>
<td>Psychology</td>
<td>$100,834</td>
<td>$102,727</td>
<td>-$1,893</td>
<td>-2%</td>
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</tr>
</tbody>
</table>

#### Average Salary by Degree

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<thead>
<tr>
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<th>DePaul Avg Salary</th>
<th>College Peer Avg Salary</th>
<th>Diff vs. College Peer</th>
<th>% Diff vs. College Peer</th>
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Mythbusters: 7 Myths About DePaul

IRMA Brown Bag
September 2012

Myth #3: Most new adult undergraduates are in the School for New Learning (SNL)

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.
“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...
Growing Proportion of Undergraduates Awarded Degrees Each Year

Bachelor's Degrees Awarded Annually (Fiscal Years 2002 to 2012 - July 1 to June 30 Awards)

- 2002: 2,154
- 2003: 2,524
- 2004: 2,653
- 2005: 2,083
- 2006: 2,833
- 2007: 3,442
- 2008: 3,115
- 2009: 3,324
- 2010: 3,403
- 2011: 3,646
- 2012: 3,646

DePaul awarded 3,646 bachelor's degrees during the fiscal year 2011-12 (FY12), up from 2,154 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 FY02, 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 FY02, 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
- 35 percent in Liberal Arts and Social Sciences.

Only two colleges did not show increases in FY12 when compared to FY02. 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—July to June 30. The number of undergraduates are unadjudicated across terms to sum to a total fiscal year unique student count and are degree-seeking only.

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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. Eighty-five 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.

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Notes: The percent of FAFSA file size calculation does not include freshmen in cohort programs: Theatre, Music, athletics or sibling 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 HOCF 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!

David Kalsbeek (dkalsbee@depaul.edu)
Liz Sanders (lsander3@depaul.edu)

Please contact us with questions and comments.