



Grow Your **Enrollment.**
Develop Your **Career.**

November 3-6, 2019
Hilton Anatole • Dallas, Texas

Contextual Data and Implementation Strategies to Influence Organizational Change

Presented by:

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Tuesday, November 4, 10:30 AM

Purpose & Outcomes

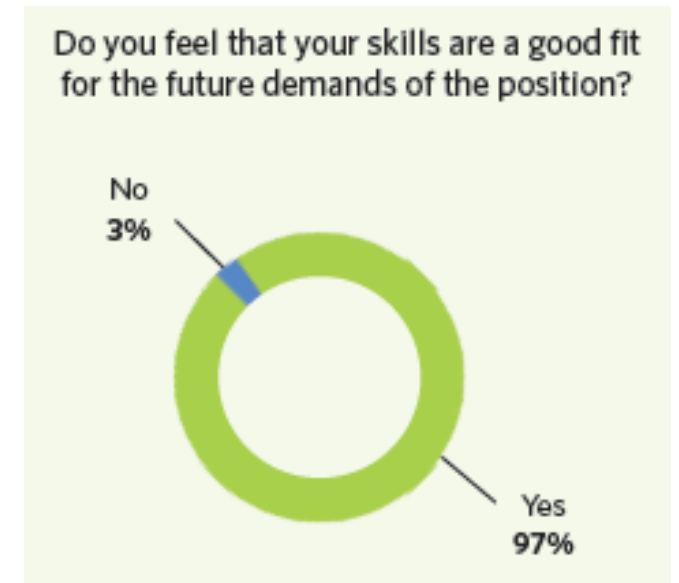
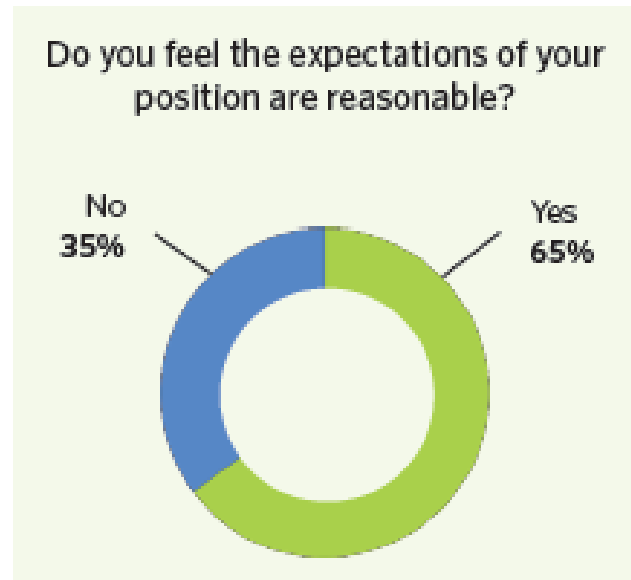
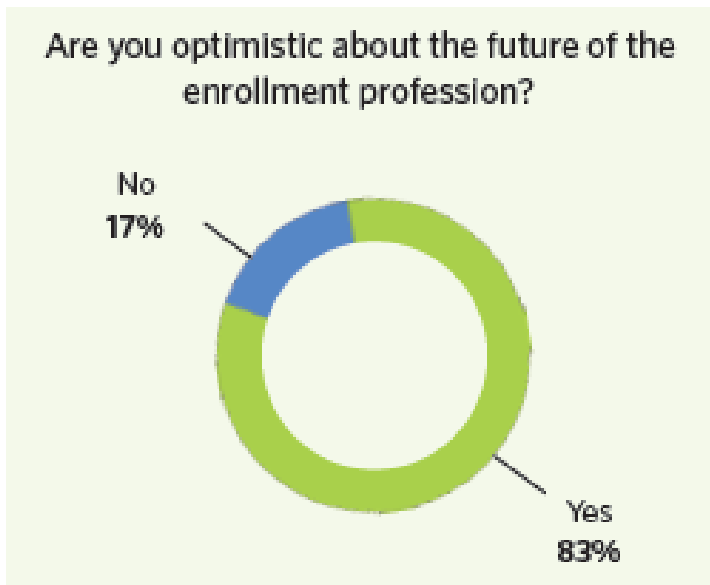
- Purpose
 - This presentation will address strategies to determine relevant data elements and present data in context to impact organizational change most effectively.
- Learning Outcomes
 - The context in which data is presented is critical to directing beneficial organizational change.
 - The methods of collecting, contextualizing, and presenting data can affect organizational buy-in and collaboration.
 - Effective organizational change can be led by more data but can also be led by less data and more conversation.
- Core Competencies & Profession-Specific Core Competencies
 - Collaborative Decision-Making and Consensus-Building
 - Interpretation and Application of Institutional and External Data
 - Enrollment Management: SEM Assessment
 - Enrollment Management: SEM Leadership

Overview & Agenda

- Agenda
- What EM questions do you receive from your campus community? Visit PolleEV.com/bigfall542 in a web browser OR text bigfall542 to 22333.

The Stage

- “I want my next job to be something less stressful, like Air Traffic Controller, or Bomb Squad Disposal Technician...”
 - email chain with Chris Keller, Director of Admissions @ UNC Greensboro



Adapt... Quickly.

- “We need to **balance the various demands** of numbers, quality, quantity, and revenue from our presidents, provosts, and CFOs. It’s hard to **dance well with all three people at the same time.**”
- “My institution understands the challenging environment in which we operate, and it is my responsibility to **educate leadership** about those challenges.”
- “The expectations are unreasonable, but I engage the provost, president, CFO, deans, and others for understanding and support. **We can’t carry the load on our own.**”



- “Control is an illusion, you infantile egomaniac. **Nobody knows what's gonna happen next:** not on a freeway, not in an airplane, not inside our own bodies and certainly not on a racetrack with 40 other infantile egomaniacs.” - Dr. Claire Lewicki, Days of Thunder

Data Informed: Building a Culture

Make a list of everything that you need stakeholders to know and understand about the work that you do (Wesner, 2019).

- Who are your stakeholders?
 - Board of Trustees
 - Deans Council
 - President's Cabinet
 - Enrollment Management Council
- What do they need to know?



Data Informed: Building a Culture

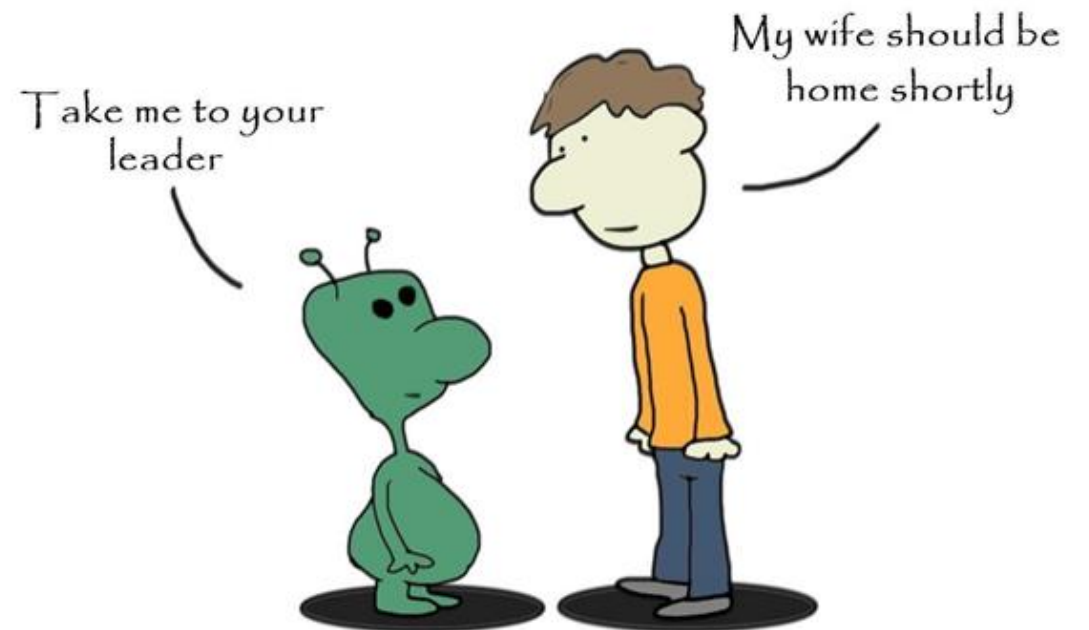
Talk to the leaders – directly and indirectly (Wesner, 2019)

- Formal Leaders

- President
- Provost
- Chair, Board of Trustees
- CFO

- Informal Leaders and Influencers

- A dean
- Associate Dean
- Chief of Staff



©bad oranges

Data Informed: Building a Culture

Keep stakeholders informed (Wesner, 2019).

- Regularized Presentations
 - Always assume they've never heard it before
- Weekly reports with
 - Purpose
 - Explanations
 - Talking points



Data Informed: Building a Culture

"NUMBERS HAVE AN IMPORTANT
STORY TO TELL. THEY RELY
ON YOU
TO GIVE THEM A VOICE."

STEPHEN FEW

EVERYDATABOOK.COM

Build a Case: anecdotal evidence, if presented properly, can be convincing; however its best to present facts and numbers. (Wesner, 2019).

- Again, consider your audience
- Facts and numbers: Difficult to argue

Data Informed: Building a Culture

Bring in you're a Team (Wesner, 2019).

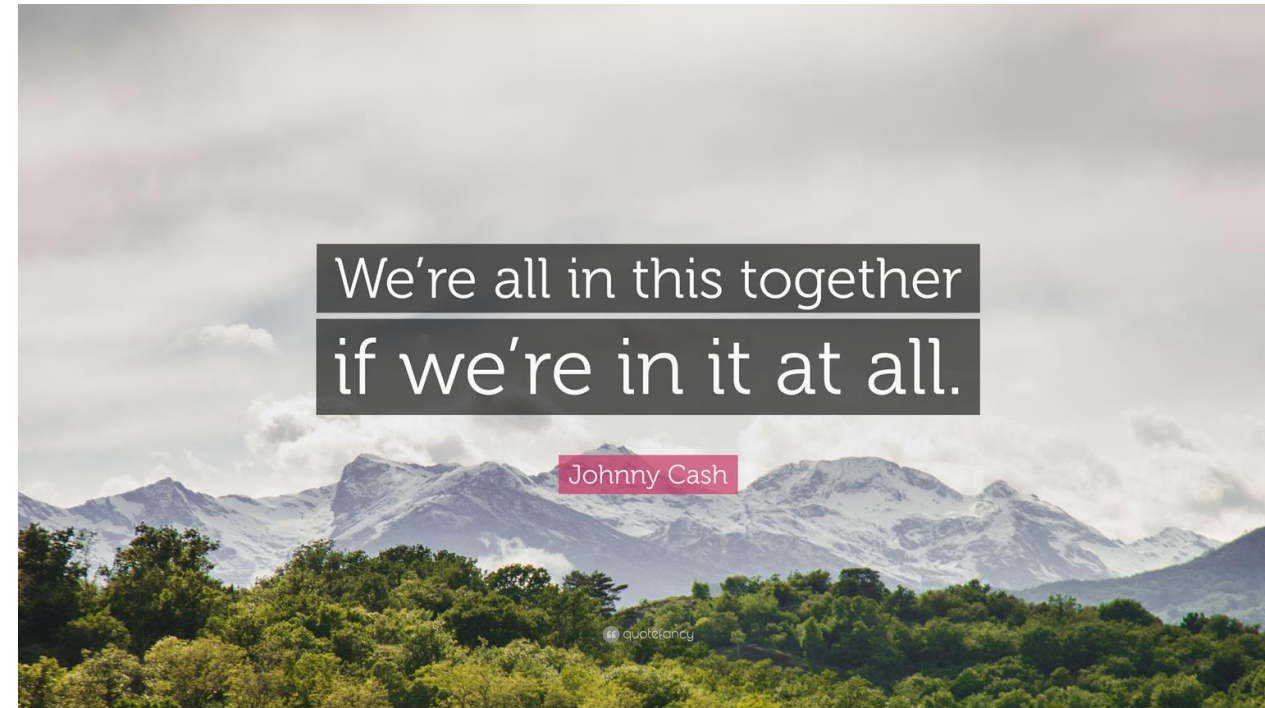
- Illustrates their competence, builds trust
- Engages your team in the importance of building culture



Data Informed: Building a Culture

Build Consensus. (Wesner, 2019).

- How are your enrollment management conversations operationalized on your campus?
 - Who's in the conversation?
 - In what forum?
- Developing a strategic enrollment plan



Data Informed: Building a Culture

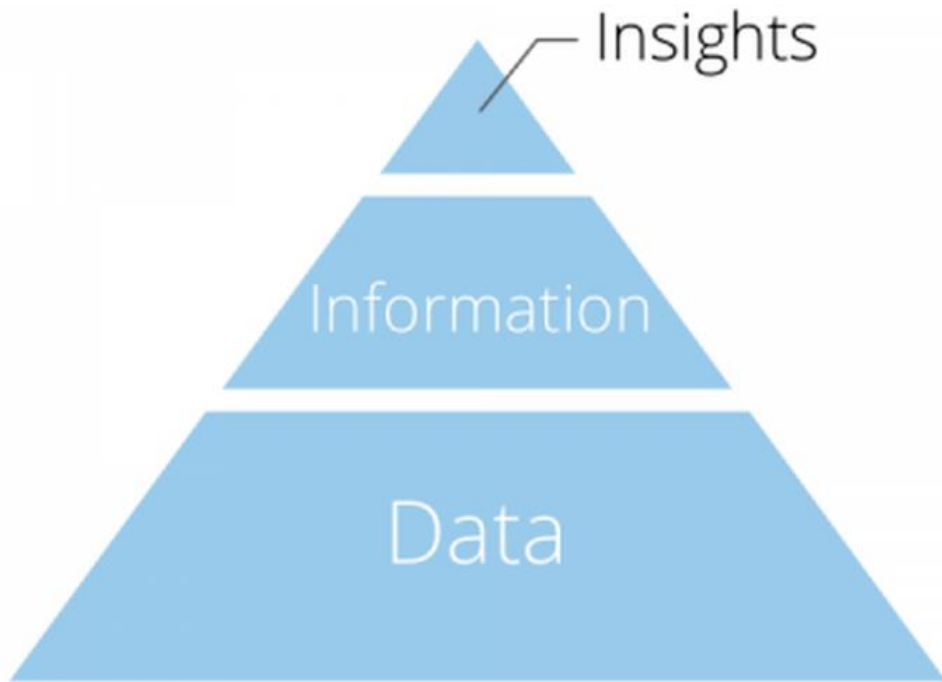
Create trust. (Wesner, 2019).



Sally serves as the Chief Enrollment Officer at a mid-sized, public university. She works closely with Institutional Research to develop enrollment projections for the campus. These enrollment projections are presented annually to an Enrollment Management Council, the Deans Council and, ultimately the President's Cabinet for approval. The projections include headcount only; however, there are sheets on the spreadsheet which include past and projected student credit hour production and in-state/out-of-state breakdowns. Upon request of the President, the IR Director emailed this enrollment projection spreadsheet to the President's Cabinet, following Sally's presentation. The Chief Financial Officer took the spreadsheet and used the tabs for in-state/out-of-state SCH to project revenue for the next fiscal year. During the academic year, Sally updated the Deans Council and President's Cabinet with an enrollment report, which included headcount only. When fall semester started, the out-of-state revenue was \$2.2 million less than what the Chief Financial Officer had anticipated. Now, Sally has to explain why.

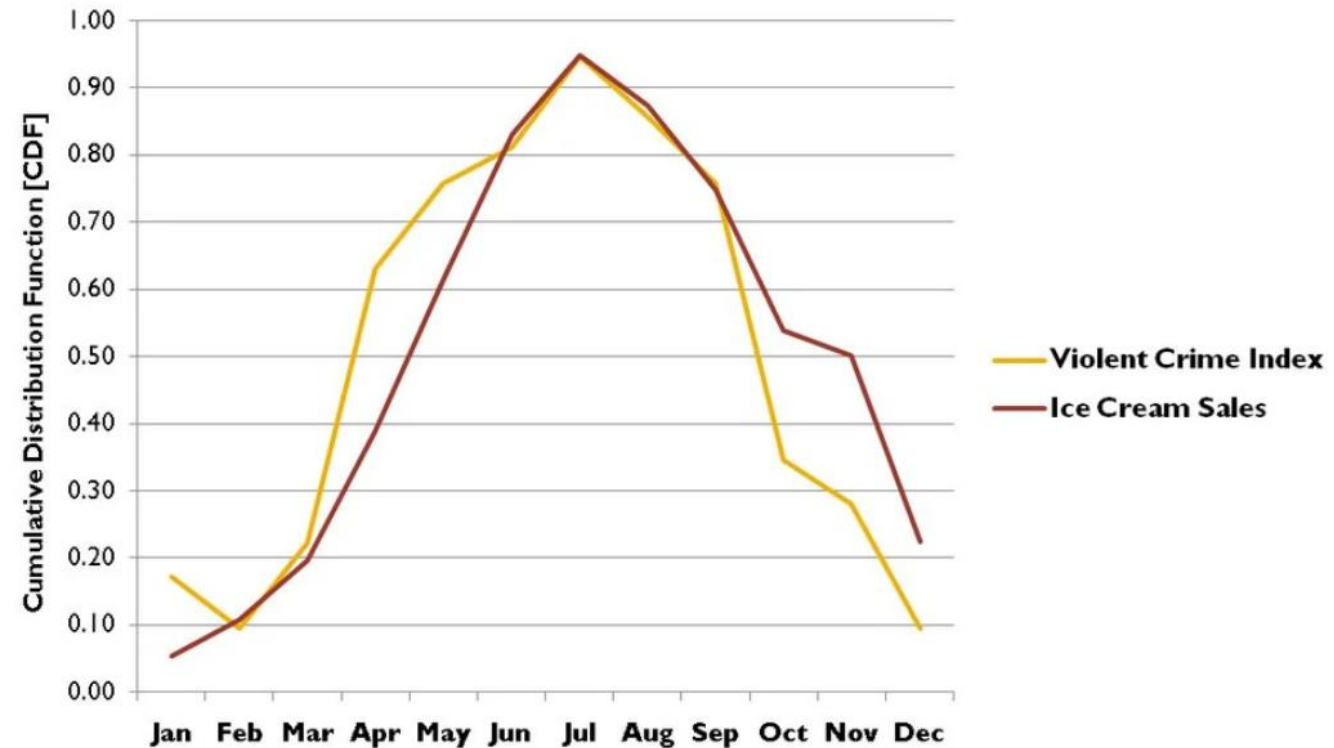
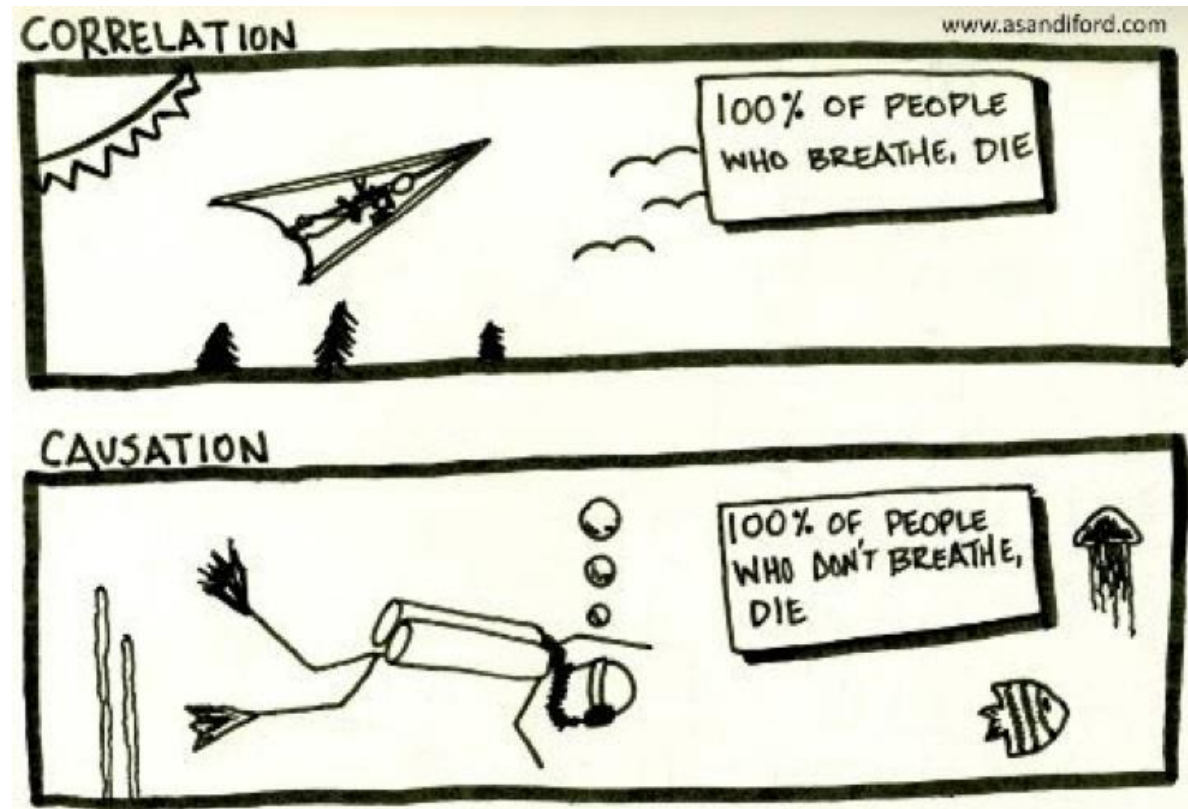
- Could Sally have done anything differently to prevent this from happening? If so, what?
- How should Sally explain what happened?

Data...

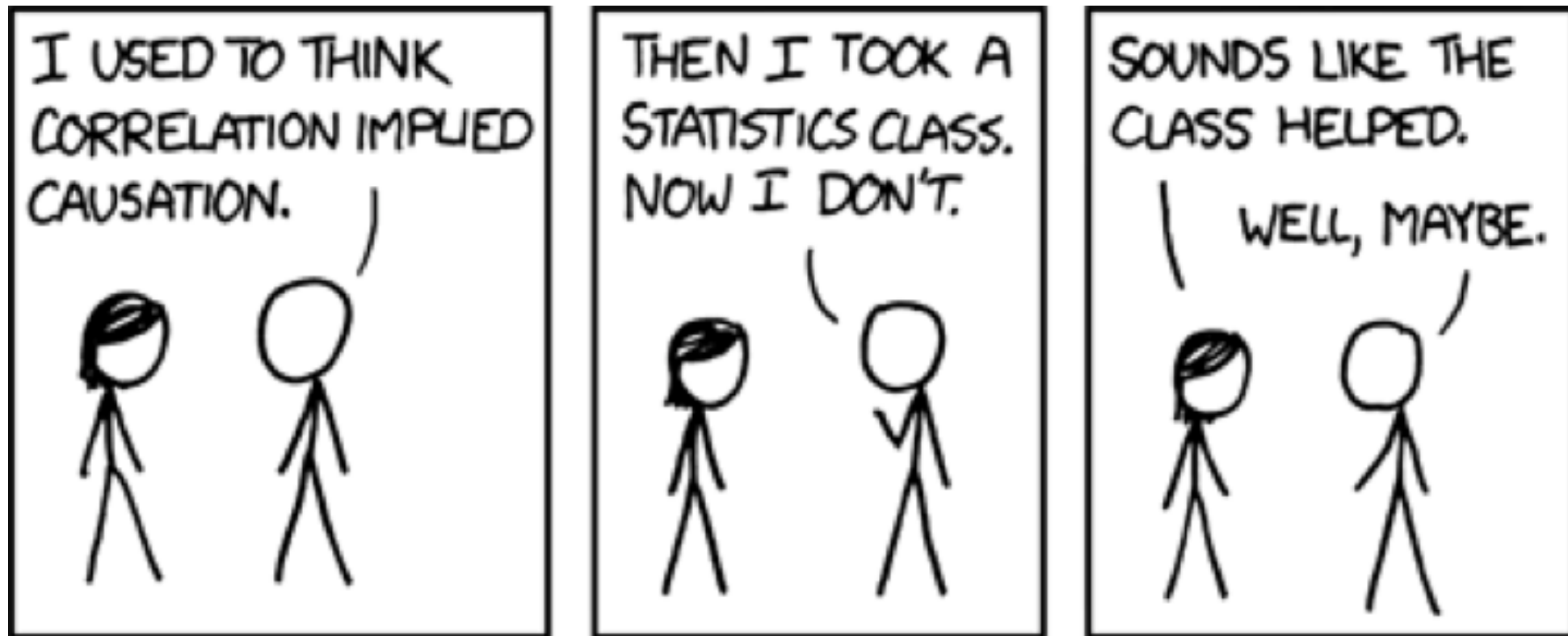


- Data - raw facts or numbers – campus visitors, campus visit dates, headcounts, SCH, etc.
- Information - prepared data that has been processed, aggregated and organized into a human-friendly format that provides more context
- Insights – preceded by data and information, generated by analyzing information and drawing conclusions

Information is not enough...



Hard eye roll in 3, 2, 1...



Activity

- Rate from 1 (not helpful) to 5 (super helpful)
 - Data Table 1 – week to week applications
 - DT 2 – overwhelming y2y
 - Data Table 3 – year to year applications
 - Data Table/Chart 4 – diversity enrollment growth without total – hides bigger picture
 - Also can be applied to growth compared to peers
 - Data Table 5 – weather correlation with yield – not very actionable

	Total Applicants			
Metric	Today	7 days ago	% Change in past 7 days	
Spr'20	24	23	4.3%	
Su'20 (1st SS)	7	7	0.0%	
Fall'20	5	5	0.0%	
30 days ago	% Change in past 30 days		60 days ago	% Change in past...
19	26.3%		17	41.2%
1	600.0%		1	600.0%
4	25.0%		1	400.0%

Application Statistics - Fall 2018

As of 4/16/18

First-Year Applications					Admits To Date					Paid To Date				
	2018	2017	2016	2015		2018	2017	2016	2015		2018	2017	2016	2015
Total Applications	18290	15818	14562	14335	Total Admits	11004	9765	8964	8154	Total Paid	2797	2720	2695	2431
Completed Apps	15832	13876	13095	13104	NC	8776	7748	7187	6473	NC	2487	2411	2405	2150
NC	13835	12139	11279	11153	Out of State	2080	1993	1773	1681	Out of State	298	308	288	281
Out of State	3814	3089	3012	2979	Teacher Education Majors	854	575	519	479	Teacher Education Majors	303	237	246	246
Undetermined	618	590	271	203										
Teacher Education Majors	1446	1055	923	986										
Academic Profile of Applicants					Academic Profile of Admits					Academic Profile of Pairs				
Average GPA	4.01	3.92	3.87	3.85	Average GPA	4.32	4.23	4.2	4.2	Average GPA	4.23	4.14	4.1	4.12
NC	4.04	3.97	3.91	3.89	NC	4.37	4.28	4.23	4.23	NC	4.25	4.17	4.12	4.15
Out of State	3.87	3.80	3.77	3.75	Out of State	4.14	4.05	4.09	4.08	Out of State	4.01	3.93	3.96	3.91
PGPA	3.15	3.08	3.04	3.01	PGPA	3.39	3.31	3.29	3.29	PGPA	3.29	3.22	3.19	3.22
NC	3.17	3.11	3.06	3.03	NC	3.41	3.34	3.3	3.31	NC	3.31	3.24	3.2	3.23
Out of State	3.06	2.99	2.98	2.94	Out of State	3.28	3.19	3.23	3.22	Out of State	3.15	3.09	3.1	3.08
SAT	1166	1155	1082	1086	SAT	1213	1213	1169	1186	SAT	1179	1183	1134	1160
NC	1165	1157	1081	1086	NC	1210	1213	1167	1185	NC	1178	1183	1133	1161
Out of State	1169	1159	1093	1092	Out of State	1225	1213	1181	1191	Out of State	1193	1182	1142	1158
ACT	24	23	23	23	ACT	26	27	26	27	ACT	24	26	25	26
NC	24	23	23	23	NC	25	26	26	26	NC	24	26	25	26
Out of State	25	25	24	24	Out of State	27	27	27	27	Out of State	26	26	26	26
Ethnicity					Ethnicity					Ethnicity				
American Indian or Ak Native	71	66	85	79	American Indian or Ak Native	30	27	41	28	American Indian or Ak Native	4	7	10	8
Asian	527	411	415	415	Asian	359	268	280	260	Asian	46	36	50	47
Black/African American	1613	1354	1343	1152	Black/African American	418	332	366	305	Black/African American	67	60	84	77
Hawaiian/Pacific Islander	10	10	16	18	Hawaiian/Pacific Islander	5	5	10	9	Hawaiian/Pacific Islander	0	0	2	4
Hispanic	1718	1404	814	718	Hispanic	859	761	413	367	Hispanic	177	183	101	79

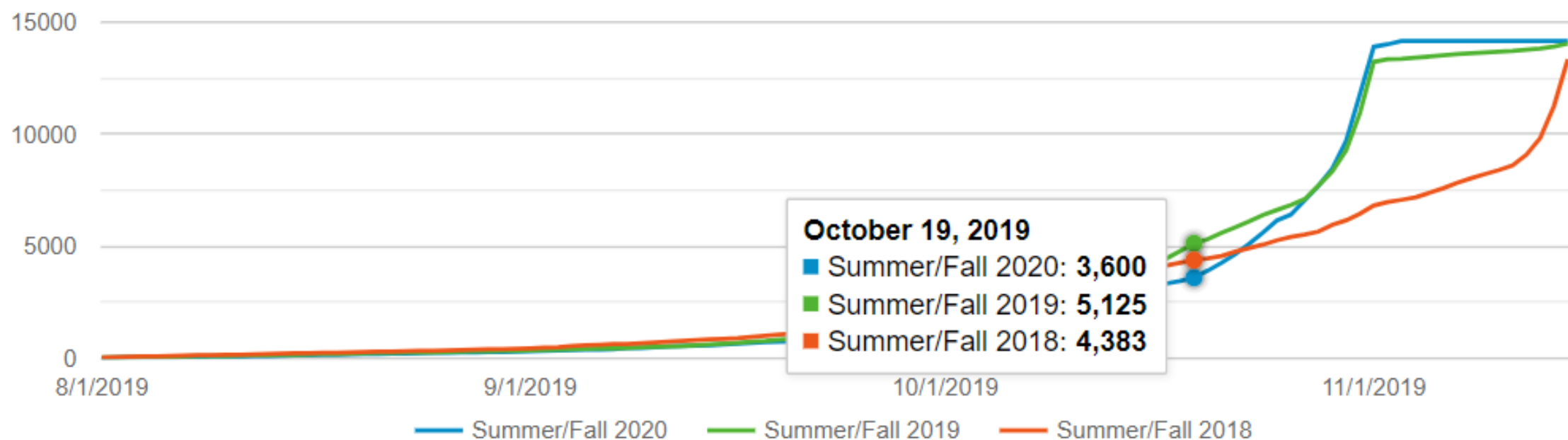
Applicants by R/E	2020	%Change	2019	%Change	2018	%Change	2017
American Indian or Ak Native	71	7.6%	66	-22.4%	85	7.6%	79
Asian	527	28.2%	411	-1.0%	415	0.0%	415
Black/African American	1613	19.1%	1354	0.8%	1343	16.6%	1152
Hawaiian/Pacific Islander	10	0.0%	10	-37.5%	16	-11.1%	18
Hispanic	1718	22.4%	1404	72.5%	814	13.4%	718

Metric	Total	Visited	Admitted	Confirmed	Yield
Total	76500	8730	12267	3695	30.1%
Sunny	1850	1850	1452	851	58.6%
Partly Sunny	2159	2159	1480	765	51.7%
Drizzle	24	24	22	9	40.9%
Heavy Rain	189	189	149	100	67.1%
Snow Showers	128	128	106	67	63.2%

Metric	Summer/Fall 2020	Summer/Fall 2019	Summer/Fall 2018	2020/2019 Change
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FY Apps Date to Date as of Nov 4, 2019

Submitted Applications	14161	13366	7071	5.9%
Submitted Applications IS	11668	11058	5578	5.5%
Completed Applications	9860	7673	4620	28.5%
Completed Applications IS	8101	6491	3723	24.8%



Points to Consider with Information

- Context
 - Definitions
 - Metadata
 - Comparisons
- Drillable/Segmented – simple to complex
- Scale & “Market”
- Action-ability

Collection & Maintenance

- Granularity
- Hygiene
- Updates/Cross-walking
- Access & Security



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Q&A and Follow-up

- Dr. Alexis Pope, Director of Admissions @ popeas1@appstate.edu
 - Dr. Susan Davies, VP for Enrollment and Student Affairs @ sdavies@augusta.edu

Please complete the session evaluation using the AACRAO mobile app.