Concept to Commencement: How to Strategically Implement Enrollment Management and Student Success Initiatives

ACT Enrollment Management Summit
July 2019
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· Dr. Brad Patterson, Vice President for Student Affairs and Student Success at Henderson State University

· Dr. Rick Stripling, Executive Director Student Affairs Project Director and Director/Associate professor of College Student Personnel Services
LEARNING OBJECTIVES

- Participants will be able to create a proposal for strategic enrollment management and student success initiatives.

- Participants will be able to develop key performance indicators and outcomes for strategic enrollment management and student success initiatives at their respective institutions.

- Participants will be able to implement best practices at their institutions as they relate to strategic enrollment management and student success.
STEP 1: GET THE CONCEPT

Get Inspired

• Listen to Podcasts
• Collaborate with Colleagues
• Read Publications (In and Outside of the Profession)
• Attend Conferences
• Watch You Tube Videos
STEP 2: DEVELOP THE CONCEPT

Templates

- Create Consistency
- Set Standards for Communicating Ideas

To:

From:

Date:

Re:

Issue:

Proposed Solution:

Impact:
Narrative about the total impact (budget, student success, all areas of impact). Hint: Proposals are more favorably accepted if the solution includes funding or will have a positive impact on the overall budget.
STEP 2: DEVELOP THE CONCEPT

Templates

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- Set Standards for Communicating Ideas

Program Proposal

XIX is a program targeting students who have applied but do not meet the conditional admit standards. Recognizing that GPA is a better predictor of success than a single test score, students with an ACT score of 18 and a high school GPA of 3.0 or higher would qualify for this program. While these students’ GPA is acceptable for admission, however they miss the conditional admit on ACT by one point. 2017 fall over 100 students would have qualified for this program.

ASU/Community College Partnership

The XIX program will be a partnership between Arkansas State University-Jonesboro and an ASU system community college. The program participant would apply and meet the Admission requirement of the two-year campus. The ASU community college will process federal financial aid with cost of attendance to include room and board. Once the student completes the semester and meets ASU requirements to transfer, they would apply and be admitted as a transfer student.

Details

Students enrolling in the XIX program will live on the Arkansas State University-Jonesboro campus. One floor of Kays Hall will be designated for the students. Meal plans will be available. All room and board expenses will be paid to A-State by the student. In addition to living on campus, students enrolled in the program will be issued an A-State student ID. This ID will allow access to all other A-State campus related services, events and opportunities available to current students.

Program Goal

Students must complete 13 or more transferable hours to successfully complete the program to be qualified as a transfer student to A-State.
STEP 2: DEVELOP THE CONCEPT

Templates

- Create Consistency
- Set Standards for Communicating Ideas
STEP 2: DEVELOP THE CONCEPT

Research

- Supply Institutional and National Data
- Do Not Rely on Antidotal Responses
- Share Journals and Research Related to the Proposal
STEP 2: DEVELOP THE CONCEPT

Alignment with Institutional Priorities

- Demonstrate an Effort to Support the Goals of the Institution

![Alignment with Institutional Priorities](image)
STEP 2: DEVELOP THE CONCEPT

Alignment with institutional priorities

- Attention to Detail
- Awareness Other Stakeholders
STEP 2: DEVELOP THE CONCEPT

Create Key Performance Indicators

- Set Quantifiable Indicators to Measure Success
## STEP 2: DEVELOP THE CONCEPT

**Create Key Performance Indicators**

- Set Quantifiable Indicators to Measure Success

<table>
<thead>
<tr>
<th>Priority</th>
<th>Recommended Strategy</th>
<th>Ownership</th>
<th>Lead Responsibility</th>
<th>Timeline</th>
<th>Effectiveness Measure</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC</td>
<td>Create a realistic schedule at least six months prior to the semester start and post it on the Web</td>
<td>Deans</td>
<td>Registrar</td>
<td>Spring 2009</td>
<td>Timely posting of the schedule</td>
<td>Yes</td>
</tr>
<tr>
<td>MC</td>
<td>Provide transfer degree audits to all certified transfer students routinely and prospective students upon request</td>
<td>Associate VP of Academic Affairs</td>
<td>Registrar</td>
<td>Spring 2009</td>
<td>Transfer yield</td>
<td>Yes</td>
</tr>
<tr>
<td>MC</td>
<td>Develop a marketing and public relations plan to promote information sessions, semester schedule inserts, billboards near degree centers, and ongoing deadlines for semester starts</td>
<td>Associate VP of Academic Affairs</td>
<td>Advising Center</td>
<td>Spring 2009</td>
<td>Transfer yield</td>
<td>Yes</td>
</tr>
<tr>
<td>MC</td>
<td>Establish a marketing and public relations budget to promote information sessions, semester schedule inserts, billboards near degree centers, and ongoing deadlines for semester starts</td>
<td>Senior Management</td>
<td>Director of Marketing</td>
<td>Immediately</td>
<td>Budget established</td>
<td>Yes</td>
</tr>
<tr>
<td>MC</td>
<td>Create “Welcome” sessions for transfer enrollment process</td>
<td>Director of Admissions</td>
<td>Admissions Staff</td>
<td>Fall 2008</td>
<td>Transfer enrollment process will be simplified</td>
<td>Yes</td>
</tr>
<tr>
<td>MC</td>
<td>Provide advising access to all course equivalencies, transcripts, and other relevant documents</td>
<td>Associate VP of Academic Affairs</td>
<td>Admissions, Registrar, Office, IT</td>
<td>Fall 2008</td>
<td>Quality of advising experience</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Establish class schedules throughout the day, extend evening and weekend classes and program offerings strategically</td>
<td>Academic VP</td>
<td>Deans</td>
<td>Fall 2009</td>
<td>Even and weekend enrollment and schedule distribution</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Develop “Pathways” to ease the transition for new students</td>
<td>Academic VP</td>
<td>Deans</td>
<td>Fall 2009</td>
<td>Online course enrollments</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>Build an academic advising database that includes the academic requirements in business and education such that students moving on to an associate to a bachelor’s degree can do so without taking additional hours to graduate</td>
<td>Deans of Business and Education</td>
<td>Faculty</td>
<td>Fall 2009</td>
<td>Degree requirements and time to degree</td>
<td>Yes</td>
</tr>
<tr>
<td>E</td>
<td>Create one Web page for all transfer student information, business transactions, forms, and related links</td>
<td>Director of Admissions</td>
<td>Registrar</td>
<td>Fall 2008</td>
<td>Tied site in production, site usage</td>
<td>Ongoing</td>
</tr>
<tr>
<td>E</td>
<td>Sponsor group visits from campus to the Jonesboro campus</td>
<td>Director of Admissions</td>
<td>Admissions Staff, Student Activities Personnel at Two-Year Campus</td>
<td>Spring 2009</td>
<td>This has been done, but has not been effective</td>
<td>Ongoing</td>
</tr>
<tr>
<td>E</td>
<td>Begin recruitment in the fall by soliciting the names of students graduating the following semester from all feeder schools and send identified students a transfer recruitment packet that expands their eligibility criteria</td>
<td>VC of Student Affairs</td>
<td>Admissions Staff, TRIO</td>
<td>Ongoing</td>
<td>Number of email responses from source, increase transfer enrollment</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
STEP 2: DEVELOP THE CONCEPT

Create Key Performance Indicators
- Set Quantifiable Indicators to Measure Success
STEP 2: DEVELOP THE CONCEPT

Develop the Budget
- Include All Anticipated Costs
- Utilize Low-cost and Free Resources When Possible
STEP 2: DEVELOP THE CONCEPT

Determine the Return on Investment (ROI)

- Calculate the ROI
- Sometimes Difficult to Determine Which Activity Attributed to Success
- Like “Nailing Jell-O to the Wall”

(Weiner, 2018)
STEP 2: DEVELOP THE CONCEPT

Return on Investment

- Short-term Return: Estimated Average Net Revenue Per Student Retained for One Additional Semester
- Long-term: Estimated Average Net Revenue Per Student Retained Beyond the Second Semester

(Levitz, 2019)
STEP 2: DEVELOP THE CONCEPT

Return on Investment

- Example: ASU-Newport’s Return on Investment for ACT Enroll

<table>
<thead>
<tr>
<th>Revenue Coin</th>
<th>Leads who Enrolled at ASU Newport</th>
<th>Tuition and Fees (12 hours)</th>
<th>Revenue Coin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-Term (1 semester)</td>
<td>12 students</td>
<td>$1,940.00</td>
<td>$14,649.00</td>
</tr>
<tr>
<td>Longer-Term (Additional semesters beyond the second semester)</td>
<td>12 students</td>
<td>$1,380.00</td>
<td>$63,109.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Return on Investment</th>
<th>Leads who Enrolled at ASU Newport</th>
<th>Tuition and Fees (12 hours)</th>
<th>Revenue Coin</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASU leads</td>
<td>Unduplicated Leads</td>
<td>$16,560.00</td>
<td></td>
</tr>
<tr>
<td>3,542</td>
<td>3,203</td>
<td>12</td>
<td>.37%</td>
</tr>
</tbody>
</table>

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STEP 2: DEVELOP THE CONCEPT

Collaboration

• Create Buy-in
• Work With Others Demonstrates There is Buy-in for the Project
STEP 2: DEVELOP THE CONCEPT

Implementation Timeline

- Communicate Clear Expectations for Implementation
- Keep Stakeholders On Track to a Successful Implementation
STEP 3: IMPLEMENT THE CONCEPT

Accountability

- Ensure Stakeholders Know Their Role in Implementation
STEP 4: ASSESS THE CONCEPT

Assessment

- Regular Assessment Ensures a Successful Implementation
STEP 5: COMMUNICATE OUTCOMES FROM THE CONCEPT

Share your Progress

- Communicate Regularly
- Celebrate the Wins

ACT progress

Background

In 2016, Arkansas State University-Newport dedicated resources to the retention of students by establishing the Center for Academic Retention and Success (CARS). Since its inception, CARS has implemented various interventions via Academic Success and Retention Services (ACTRS) to help students navigate through Financial Aid Warning and Probation. Additionally, the CARS staff have collaborated with students who were flagged in an Early Warning System.

In most cases, students who are placed on Financial Aid Warning or Financial Aid Probation are more likely to be at risk due to their academic progress at ASU-Newport or at a different institution. Non-students who are not on Financial Aid Warning or Probation. Unfavorable grade point average or percentage of completion does not affect the status of an MTW student. There are a variety of methods to address students at risk of academic failure.

Non-cognitive outcomes are an effective way to predict a student's success in college and beyond. ACT Engage is an assessment that examines a variety of non-cognitive attributes. The assessment is 30-minute questionnaire that probes outcomes like attitudes, engagement, academic behaviors, and values. The assessment is computer-based and is used to predict student success.

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Full 2017 Results

152 ASU-Newport students on Financial Aid Warning or Probation
75 ACT Engage Assessments Completed
75 226% eligible at the ACT Engage course in Canvas
$417.35 spent on the Engage assessments ($75 & $35)
Benefits

- Increased Success for Students

Using the data generated from the ACT/Engage, the Student Success Coordinators will be able to identify students at risk of academic failure.

ACT report, students, and the Student Success Coordinators will have access to ACT Engage Tool (ACT Engage) that contains resource created by ACT.

- Increase Resources for Student Success Coordinators

ACT provides Assessing Program for each institution. In addition to the same information on the Student Report, the Assessment Report contains an Academic Success and Retention Services (ACT/CARS) Engage College Guide to Assist Results. 2017, the tool will allow ASU-Newport to monitor and adjust support services.

- Aiding Multiple Measures for ADHE

The Arkansas Department of Education has challenged higher education institutions to use multiple measures for student placement (ACT, 2017). The limited implementation of ACT Engage will allow ASU-Newport to explore non-cognitive factors that impact student success.

- Accountability

The assessment and Tool Report can be accessed online or a student who is not on ASU-Newport campus can 100% online to access the data.

- Collaboration between ASU-Newport and ACT

ACT has recently agreed to complete the data analysis portion of the pilot project. Additional, ACT has stated that this could be potential for a case study from the pilot program at ASU-Newport.
STEP 5: COMMUNICATE OUTCOMES FROM THE CONCEPT

Share your Progress

- Focus on Continuous Quality Improvement
STEP 6: REFLECT

Lessons Learned

• Predetermine Your Outcomes
• Do Not Be Fooled By What Looks Good
• Its All About Working Smarter, Not Harder
STEP 6: REFLECT

Lessons Learned

- Do Not Be Afraid To Fail
- Make Adjustments To The Proposal As Needed
- Communicate Changes And Articulate Revised Expectations
- Do Not Get So Caught Up In Making Progress You Forget To Celebrate The Small Victories
6 STEPS TO CREATING AND IMPLEMENTING STUDENT AFFAIRS PROPOSALS

1. GET INSPIRED
Scan your environment for inspiration: people, products, technology, conferences, colleagues, and more.

2. DEVELOP THE CONCEPT
Make sure you have inputs from all stakeholders as you develop the concept.

3. IMPLEMENT THE CONCEPT
Establish timelines and accountability measures to keep implementation on track.

4. ASSESS THE CONCEPT
End the assessment to have a picture on the implementation process of the concept.

5. COMMUNICATE THE OUTCOMES FROM THE CONCEPT
Communicate regularly with stakeholders on the progress of the concept.

6. REFLECT
Review the highs and lows of the concept to ensure continuous quality improvement for the next project.
QUESTIONS?
## Six Steps to Success

Instructions: Fill in the chart below with content related to the creation and implementation of your strategic enrollment management or student success initiative.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Ideas</th>
<th>Stakeholders</th>
<th>Potential Barriers</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1 Get Inspired</td>
<td></td>
<td></td>
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<tr>
<td>Step 2 Develop the Concept</td>
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<td>Step 3 Implement the Concept</td>
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<td></td>
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<td>Step 4 Assess the Concept</td>
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<td></td>
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<tr>
<td>Step 5 Communicate Outcomes from the Concept</td>
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<td></td>
<td></td>
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<tr>
<td>Step 6 Reflect</td>
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REFERENCES


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