



# **Using Clearinghouse Services to Shape Enrollment Management Practice**

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**SEM XVII New Orleans**

**October 30, 2007**



# Full Disclosure

- This is a Vendor Presentation
- I am a member of the Board of Directors of the National Student Clearinghouse
- I used Clearinghouse services before I became a Board member
- I receive no remuneration as a Board member and no “deal” on purchase of Clearinghouse services



# SEM Guiding Principles

- Shared responsibility
- Integrated institutional planning
- Focus on service
- **Key performance indicators**
- **Research and evaluation**
- The long haul



# KEY PERFORMANCE INDICATORS

- Enrollment managers struggle with notion of KPIs as indices of institutional health
- In reality, KPIs are placeholders for institutional values
- Bodies, not student fit, approach is out of synch with the academic values of the institution
- If the enrollment manager has an academic understanding of the place, KPIs set themselves



# RESEARCH AND EVALUATION

- With SEM's academic context, there has to be research and evaluation
- SEM staff are “people people”
- More and more industry standard is data and research—tools of the academy
- SEM units cannot continue to do “feel good” programs that can't show support for academic goals



# Enter StudentTracker Service of the National Student Clearinghouse

- Colleges and universities can access over 80 million student records through the Clearinghouse
- Nation's largest database of enrollment data—the only one of its kind
- Access records of current and former students



# Uses for StudentTracker

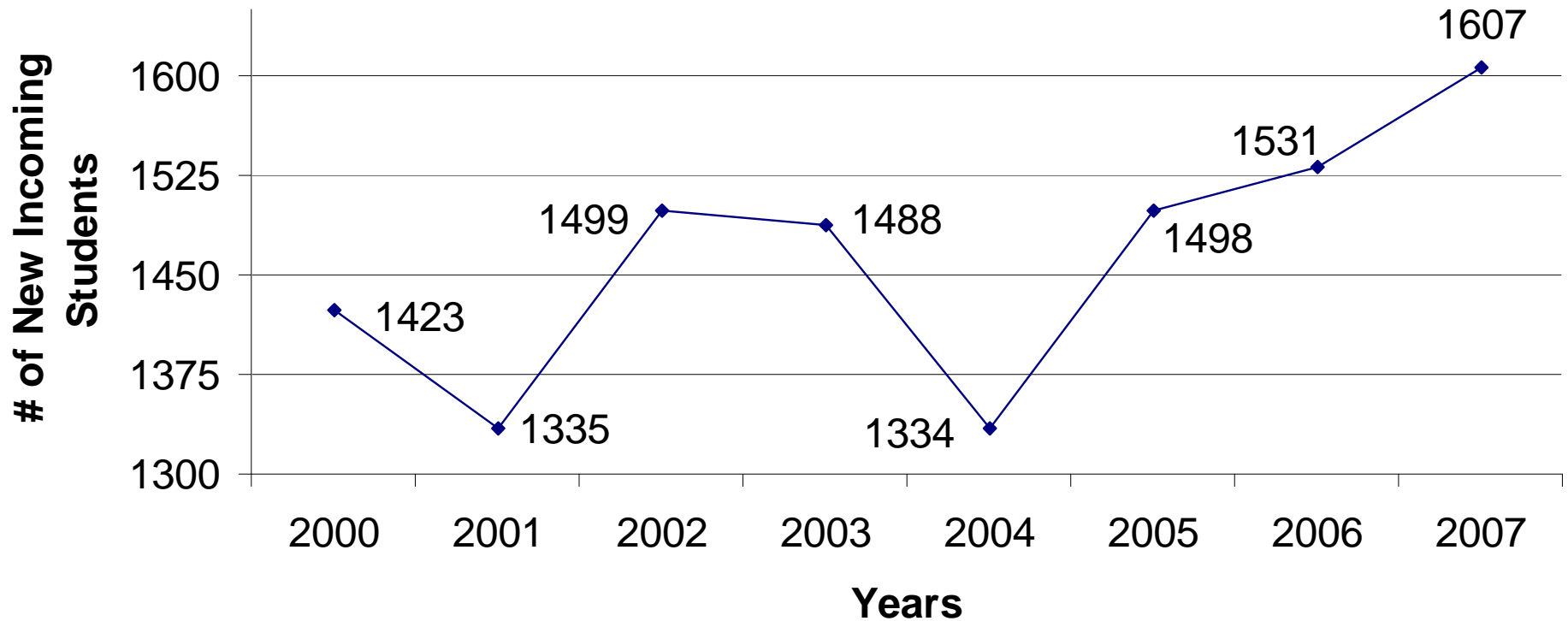
- Improve ability to attract, enroll, and retain students
- Formulate more effective recruitment strategies
- Learn more about competitors
- Rely on most recent data
- Learn whether drop-outs are really drop-outs
- Learn where graduates enrolled for further study
- Plan curriculum modifications

**UM-Dearborn Analyzes Its Enrollment  
The Issues**



# Combined Historical Perspective

## Combined New Student Fall Enrollment (2000-2007)





# Significant Feeder Areas

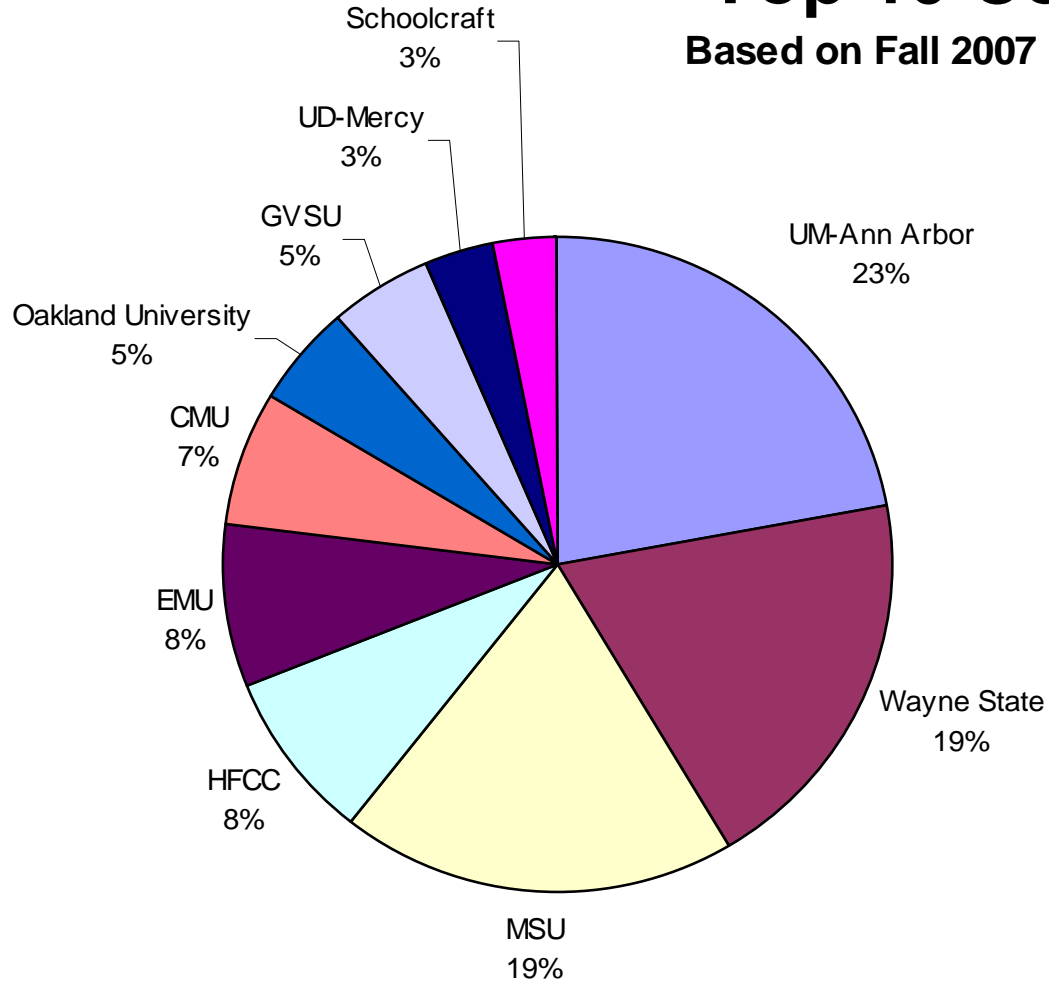
- Downriver Schools 163 (18%)
- Dearborn Schools 157 (17%)
- Plymouth/Canton/Livonia 135 (15%)
- Detroit Schools 56 ( 6%)

These four areas represent 56% of the class



# Our Competitors

## Top 10 Competitors Based on Fall 2007 FTIAC Cancellations





# The Folk Wisdom

- The cancellation study fits the sense of the campus that we lose most of our students to Ann Arbor.
- Is that accurate?
- Only a portion of our admitted students cancel
- Where do the others go?
- Are there differences in the characteristics of students who go to different schools?

# **The Clearinghouse Solution**

**More Data, More Accuracy**



# Just the Facts, Ma'am

- In 2006 the ranking of schools receiving our non-attenders—from Clearinghouse data—showed Ann Arbor was actually THIRD
- In 2007, the rankings STILL showed Ann Arbor third, in spite of concentrated efforts to survey cancelled students
- The sense that Ann Arbor was the major competitor was masking the need for different strategies based on the true patterns



# UM-D Applied Students: Geographic Distribution at Selected Competitors

<u>Region</u>	<u>#/% 2006</u>	<u>#/% 2007</u>
• Plym-Canton/Livonia	55 (29%)	25 (12%)
• Plym-Canton/Livonia	6 ( 3%)	19 ( 7%)
• Plym-Canton, Livonia	11 ( 9%)	22 (14%)



# UM-D Applied Students: Geographic Distribution at Selected Competitors

<u>Region</u>	<u>#% 2006</u>	<u>#% 2007</u>
• DPS-Southfield	20 (10%)	30 (15%)
• DPS, Southfield	25 (13%)	64 (25%)
• DPS	6 ( 5%)	19 (12%)



# UM-D Applied Students: Geographic Distribution at Selected Competitors

<u>Region</u>	<u>#% 2006</u>	<u>#% 2007</u>
• Dearborn, Downriver	19 (10%)	40 (20%)
• Dearborn, Downriver	57 (30%)	86 (33%)
• Dearborn, Downriver	37 (29%)	37 (24%)



# UM-D Applied Students at Selected Competitors:GPA/ACT Comparisons

- 2006: ACT range 16-31 GPA range 1.8-4.6
- 2007: ACT range 09-34 GPA range 1.71-4.61
  
- 2006: ACT range 20-32 GPA range 3.00-4.78
- 2007: ACT range 19-35 GPA range 2.77-4.66
  
- 2006: ACT range 17-32 GPA range 2.76-4.5
- 2007: ACT range 13-33 GPA range 2.53-4.4



# UM-D MAJORS AT COLLEGE X

<u>UM-D Major</u>	<u>#</u>	<u>X%</u>	<u>UMD%</u>
• Undecided	49	25.5%	17.5%
• Pre-Bus	27	14.1%	15.8%
• Engineering	26	13.5%	6.9%
• Bioch/Biol. Sci.	17	8.9%	9.6%
• Psych	9	4.7%	3.2%
• Poli Sci	9	4.7%	3.5%
• Mech. Eng.	7	3.6%	5.6%



# UM-D MAJORS AT COLLEGE Y

<i>UM-D Major</i>	<i>#</i>	<i>Y%</i>	<i>UMD%</i>
• Undecided	67	35.6%	17.5%
• Bioch/Biol. Sci.	41	21.8%	9.6%
• Pre-Bus.	19	10.1%	15.8%
• Engineering	12	6.4%	6.9%
• Mech. Eng	6	3.2%	5.6%



# UM-D MAJORS AT COLLEGE Z

<u><i>UM-D Majors</i></u>	<u><i>#</i></u>	<u><i>Z%</i></u>	<u><i>UMD%</i></u>
• Undecided	31	24.0%	17.5%
• Bioch/Biol. Sci.	23	17.8%	9.6%
• Engineering	18	14.0%	6.9%
• Pre-Bus.	14	10.9%	15.8%
• Mech. Eng.	5	3.9%	5.6%



# OBSERVATIONS

- We were losing African-American students to nearly all of our competitors
- Our Dearborn and Downriver non-attenders were more likely to go to a set of three schools
- Our Livonia, Plymouth-Canton non-attenders were more likely to go to one university and one community college



# OBSERVATIONS

- NW Rim non-attenders went in small numbers to one competitor and much smaller than expected to another
- 2/3 of our non-attenders at one competitor were from the NW Rim and Oakland County
- Two competitors had the largest %ages of our DPS and Southfield admits



# OBSERVATIONS

- We were losing large numbers of undecided students to a number of competitors
- Our engineering non-attenders were going primarily to two schools
- Two schools were pulling disproportionate numbers of non-attending biological sciences students
- One university and one community college took disproportionate numbers of Education non-attenders



# Possible FTIAC Strategy Implications

- Major investment in time and resources in low-income school districts
- Rethinking what we offer undecided students
- Positioning Biological Sciences against specific competitors, especially one—how better to position pre-med opportunities
- Positioning Engineering against two competitors



# Possible FTIAC Strategies

- Education has opportunities in Dearborn and Downriver
- Use UM-D strengths of size and interaction with faculty in Livonia, Plymouth-Canton, NW Rim to counter draw of one competitor
- Define UM-D competitive position in Dearborn and Downriver to counter two specific competitors

# **TRANSFERS**

**Admitted but not Enrolled**



# OBSERVATIONS

- Community college admits who do not enroll are most likely to go back to their CC
- There are not as many noticeable majors “grabs” by transfer institutions
- African-Americans are represented by large percentages in the competitor institutions



# OBSERVATIONS

- UM-D does not compete with two major freshman competitors (they took 12 and 14, respectively, from our admitted pool in 2006)
- The most typical destination of community college non-attending students is the community college they applied to UM-D from in the first place



# Possible Transfer Strategies

- The most obvious is to keep hold of the transfers who return to the institution from where they applied to us in the first place—they are ours to lose because they haven't gone on to another four-year school
- It is harder to see where we are losing students to other schools because of certain majors

**Stop Outs and Drop Outs**  
**Developing Strategies**



# ATTRITION 2005-2006

- 798 students enrolled fall 2005, not enrolled fall 2006
- 485 (61%) have no Clearinghouse data Target for reenrollment? Need GPA analysis
- 313 (39%) enrolled at other institutions



# OBSERVATIONS

- 67.4% transferred to local schools
- 28.7% went to community colleges
- 38.7% went to four-year colleges