IMPLEMENTING A DATA-DRIVEN APPROACH TO ADMISSION AND FINANCIAL AID

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DATA-DRIVEN ENROLLMENT MANAGEMENT

- Can Be Achieved with Modest Resources
- Does Not Require Outside Assistance
- Well-Staffed IT Departments Helpful But Not Essential
ADMISSION DATA ESSENTIALS

• Minimum Data Requirements
• Understanding the Funnel
• Expected Conversion Rates
• Reviewing the Trends
• Evaluating Recruitment Tactics
• Outcome Accountability and Performance
MINIMUM DATA REQUIREMENTS
MINIMUM DATA REQUIREMENTS

- Understanding Terms
- Prospects, Inquiries, Applications, Acceptances, Denials, Deposits/Enrollment Counts
- Initial Contact Sources
- Intended Term
- Status Dates
- Counselor Assignment
Understanding Terms

- Prospects: *Purchased Names, Data Drops*
- Inquiries: *Students Who Have Actively Expressed Interest*
- Applicants: *Students Applying for Admission*
- Acceptances: *Accepted for Admission*
- Denials: *Denied Admission*
- Deposits: *Submitted Enrollment Deposit*
- Enrolled: *Registered and Attended*
Initial Contact Source

- College Fair
- High School Visit
- Student Search
- Referral
- Youth Camp
- Web Site
- Athletics
- Application
Intended Term/Status Dates

It is important to always include the intended term of enrollment and to attach a date to each status including prospect, inquiry, applicant, accepted, denied, deposited/enrolled.
Counselor Assignment

- Geographic Territory
- Student Type (freshmen, transfer, international, etc.)
- Alphabet
UNDERSTANDING THE FUNNEL

LEADS (1000)

Stage 1: Generate / Assign

PROSPECTS (100)

Stage 2: Qualify / Convert

CUSTOMERS (10)

Stage 3: Customer
UNDERSTANDING THE FUNNEL

The Admissions Funnel

Inquiries

Applied

Accepted

Enrolled
EXPECTED CONVERSION RATES
EXPECTED CONVERSION RATES

The Admissions Funnel

Inquiries

Applied

Accepted

Enrolled

10%

70%

35%
REVIEWING THE TRENDS
INQUIRY TRENDS

INQUIRIES

<table>
<thead>
<tr>
<th>Year</th>
<th>Inquiries</th>
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<tbody>
<tr>
<td>2013</td>
<td>5433</td>
</tr>
<tr>
<td>2014</td>
<td>5707</td>
</tr>
<tr>
<td>2015</td>
<td>6023</td>
</tr>
<tr>
<td>2016</td>
<td>6245</td>
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<tr>
<td>2017</td>
<td>6678</td>
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</tbody>
</table>
APPLICATION TRENDS

INQUIRIES

INQUIRIES

2013 2014 2015 2016 2017

1126 1279 1154 970 836
ACCEPTANCE TRENDS

ACCEPTANCES

2013 2014 2015 2016 2017

1002 1078 925 765 576

ACCEPTANCES
DEPOSIT TRENDS
TEST YOUR TREND KNOWLEDGE
Applications: 1560
Acceptances: 1432
Enrollments: 166
COLLEGE TWO

Applications: 5237
Acceptances: 2292
Enrollments: 389

COLLEGE THREE
EVALUATING RECRUITMENT TACTICS
ANALYZING THE POOLS

• List Top Ten Sources
• Determine Conversion Rates to Applications
• Determine Conversion Rates to Accepted Applicants
• Determine Conversion Rates to Enrollments
• Cease Investing in Sources Unlikely to Generate Applications, Acceptances and Enrollments
SAMPLE COLLEGE
Initial Contact Source of Inquiries

- Student Paths: 685
- Christian Connector: 983
- College Fish: 1864
- Zinch: 2218
- PCU: 7899
SAMPLE COLLEGE
Initial Contact Source of Newly Enrolled Students Fall 2015

Newly Enrolled Freshmen

- College Fish: 0
- Christian Connector: 1
- Student Paths: 3
- Zinch: 5
- PCU: 6
OUTCOME ACCOUNTABILITY AND PERFORMANCE
Application Distribution Among Counselors

Number of Applicants

- John: 82
- Michael: 205
- Carla: 231
- David: 329
- Mariana: 411
- Mary: 566

Total number of applicants: 566
Acceptance Rates Among Counselors

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Acceptance Rate</th>
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<tbody>
<tr>
<td>John</td>
<td>0.27</td>
</tr>
<tr>
<td>Michael</td>
<td>0.29</td>
</tr>
<tr>
<td>Mariana</td>
<td>0.37</td>
</tr>
<tr>
<td>Carla</td>
<td>0.49</td>
</tr>
<tr>
<td>David</td>
<td>0.68</td>
</tr>
<tr>
<td>Mary</td>
<td>0.74</td>
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</tbody>
</table>
Deposit Numbers Among Counselors

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Deposits</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>23</td>
</tr>
<tr>
<td>David</td>
<td>36</td>
</tr>
<tr>
<td>Carla</td>
<td>58</td>
</tr>
<tr>
<td>Mariana</td>
<td>79</td>
</tr>
<tr>
<td>Michael</td>
<td>101</td>
</tr>
<tr>
<td>Mary</td>
<td>147</td>
</tr>
</tbody>
</table>
WEEKLY 30-DAY CONTACT RATES REPORT

TELEPHONE RATES

COUNSELOR FOUR: 0.72
COUNSELOR THREE: 0.69
COUNSELOR TWO: 0.51
COUNSELOR ONE: 0.35

CALLED | NOT CALLED
WEEKLY 30-DAY CONTACT RATES REPORT

TEXT RATES

- **COUNSELOR ONE**: 1
- **COUNSELOR TWO**: 0.97
- **COUNSELOR THREE**: 0.98
- **COUNSELOR FOUR**: 0.68

Legend:
- Dark blue: TEXTED
- Red: NOT TEXTED
VISIT RATES

COUNSELOR ONE: 0.14
COUNSELOR TWO: 0.24
COUNSELOR THREE: 0.26
COUNSELOR FOUR: 0.28

Visited
FOLDER COMPLETION RATES

COUNSELOR ONE: 0.34
COUNSELOR TWO: 0.68
COUNSELOR THREE: 0.7
COUNSELOR FOUR: 0.72
SCHOLARSHIP NOTIFICATION RATES

COUNSELOR FOUR
0.7

COUNSELOR THREE
0.73

COUNSELOR TWO
0.49

COUNSELOR ONE
0.75

Awarded
FINANCIAL AID APPLICATION RATES

![Bar chart showing financial aid rates for counselors.]

- Counselor One: 0.39
- Counselor Two: 0.4
- Counselor Three: 0.71
- Counselor Four: 0.38

Legend: Applied
DEPOSIT REPORT

DEPOSITS

- COUNSELOR FOUR: 254
- COUNSELOR THREE: 226
- COUNSELOR TWO: 90
- COUNSELOR ONE: 134

Deposits
FINANCIAL AID DATA ESSENTIALS

- Monitor for Both New and Returning Students
- Track Institutional Aid
- Track ISER Dates
- Track Packaging Dates
- Track Completion Dates
- Evaluating Outcomes
- Evaluating Institutional Aid Structure
- Evaluating Tactics
MONITOR INSTITUTIONAL AID
TRACK INSTITUTIONAL AID
EVALUATE OUTCOMES
WEEKLY REPORT
WEEKLY FINANCIAL AID REPORT

- Returning Students
- Financial Aid Applications
- Packaged
- Ready for Disbursement
STRUCTURE AND TACTICS
STRUCTURE OF INSTITUTIONAL AID PROGRAMS

• Number of Aid Programs
• Renewal Requirements
• Percentage Scholarship/Grant
• Full Tuition Scholarships
• Stacking Rules
• Control Authority (Departments, Committees, Faculty)
• Design and Predictability
TACTICS: FINANCIAL AID PROCESS

• Encourage FA Applications and Completion
• Begin Awarding October 1
• Award All Within 48 Hours
• Reduce Paperwork
• Monitor Application and Completion
• Actively Consider Appeals
• Weekly Reports
Through the late seventies, the higher education industry sought enrollment leaders with sales experience. Coaches, for example, were often tapped to run admission and early enrollment management operations. We wanted “people” people.

As competition increased, financial aid stagnated and demographics shifted, it became clear that successful enrollment leaders needed analytical skills.

While the industry continues to evolve, data-informed tactical and strategic planning are even more important. It has already spread from four-year private to four-year public institutions. It is now being adopted by for-profit schools, graduate programs, community colleges and even high schools.