

Case Study 1: Susan B. Anthony College

Susan B. Anthony College is a small, women's liberal arts college located in a suburb of a large metropolitan area. It was founded in 1976 by a group of investors, following the closure several years before of a women's junior college that had served primarily as a "finishing school". After rapid and steady growth during its first two decades, thanks to an initial comprehensive marketing plan, its enrollment topped out at 1,200 students three years ago. The majority of students are at the undergraduate level, although graduate programs in education and counseling are available.

SBAC is now facing a financial crisis, because during its rapid growth, the College built out the campus and its program to accommodate 1,700 students. The numbers of new students at the undergraduate and graduate levels have declined each of the last three years and the retention rate has also fallen slightly. There has been some significant turnover in administrative and instructional areas as the early founding administrators and faculty retire. The new SBAC president is in her mid-forties, holds an MBA from Harvard, and has been a practicing corporate attorney for a Fortune 500 company.

You have been hired as the new director of admissions. The president has asked you propose a three-year marketing and recruitment plan to turn enrollment around. As you start to tackle this assignment, the following considerations surface:

1. The admissions staff routinely coordinate the following recruitment activities:
 - Regular visits to high school and community colleges within a 100-miles radius of the campus.
 - A yearly direct mail campaign to high school juniors.
 - A year campus "preview day".
 - Daily campus tours, Monday through Friday.
 - A telephone campaign to admitted students.
 - Occasional advertising in regional newspapers and radio stations.
2. The alumni association has a history of both high and low involvement; the Foundation's president has just resigned.
3. A donor (who graduated from the College in 1980) has just approached the College offering three million dollars as seed money to start an online professional management graduate degree program on the condition that the college become co-ed.
4. SBAC is primarily a commuter campus, with housing for only 200 students. The college has struggled to keep its rooms full.
5. The SBAC faculty are exceptional teachers, scholars and artists, but they have shown little interest in venturing towards new programs.
6. The campus itself is not very attractive, with money spent to build buildings to accommodate enrollment growth, but very little spent on landscaping and maintenance.
7. Over the past three years, admissions standards have been lowered at both the undergraduate and graduate levels in attempts to enroll more students.
8. SBAC's enrollment is not very ethnically or economically diverse, even though it's within ten miles of a very diverse large metropolitan area. The typical freshman demographic is white, graduated from a private high school, second or third generation college student, from a two-parent home with a family income over \$125,000.

What strengths do you see in this institution? What opportunities exist?

What role does SEM play with this institution?

How would you respond to the president?

Case Study 2: Rivendell Reach Community College (RCC)

Founded in 1953, Rivendell Reach Community College has grown from a local nursing college to a comprehensive community college. RRCC enrolled 15,000 students in its fall 2003 semester, with 11,000 of these students in classes focused on transfer and/or career and technical education programs. Another 2,500 are in English as a Second Language or other Adult Basic Education programs. The remainder are enrolled in continuing education or a unique Elder-Learn Institute.

RRCC serves a sprawling college district that also has a liberal arts college 20 minutes to the east, a state university 15 minutes to the west and another community college 20 miles to the north. The economic base is mixed and beginning to revive after several years of discouraging plant and business closures and high unemployment. RRCC is the county seat, a medium-sized city. There are several large towns nearby, but also fairly rural areas. RCC currently offers limited credit and non-credit courses throughout its service district. Over the past 20 years, the Spanish-speaking population has grown substantially and more recently, immigrant populations from non-Spanish speaking countries have grown. The community profile indicates that 35% of the service area is non-white.

The 1990's were rocky due to conflicts between the Board of Trustees and the president. In fact, the College had five presidents during that decade. These conflicts, which spilled into conflicts between staff, faculty and administration, made the headlines with such frequency that the college was nicknamed Rivendell Breach Community College. In the late 90's a new president was hired who worked effectively with the Board and all employee groups. During his tenure, enrollment grew from 11,000 to 17,000 students, two college centers were established in nearby communities, a "teaching and learning cooperative" was established for the purpose of incubating distance learning programs and three new buildings were added which allowed for five new career and technical education programs. The College's Foundation was also successful, doubling its scholarship resources.

The president was suddenly diagnosed with a debilitating disease and a hasty replacement appointment was made. He started a "new vision task force" with the goal of generating the College's strategic plan—a first for the institution. However, it soon came out that he lied and did not have a doctorate degree, again catapulting the institution into the headlines. The board conducted another presidential search over a two year period while the Vice President for Administration served as interim president. While he did a credible job as an interim president, he struggled to keep the institution moving forward. Staff morale sank as the College was continually lambasted in the local newspapers. State funding dwindled and enrollment shrank. Additionally, a proprietary career school began offering programs similar to those offered at RRCC and has done significant outreach to migrant communities.

Finally, a new president was hired. She is the former dean of the Business School at a small university in another state. She spent her first year getting to know RRCC's people and its programs, the community and the ways state and local sources work. Nearly everyone on campus ahs met with the new president to discuss the college's current standing and its future options. In fact, just yesterday you received an email from the President's Office appointing you to a small committee, which the president will initially chair. In the email, the president indicates that the committee will tackle these questions:

- What are RRCC's strengths and weaknesses? What are RRCC's future opportunities?
- How should RRCC strengthen its standing with the general public and its service district?
- What should short- and long-term enrollment goals focus on?

You have been at RRCC for seven years and are a senior enrollment services manager. You have a significant amount of data about past enrollments, area demographic information and area high school information. As you have just attended an SEM workshop, and are anxious to offer ideas.

How would you respond to the president's questions?

Case Study 3: Lothlorien State University

Lothlorien State University (LSU) is a public land grant university located in a town of 75,000 people in a rural area, 90 miles from the nearest major city. LSU's latest strategic plan speak to the University's mission and enrollment goals as follows:

Our vision is to serve as one of America's Top 10 land grant universities.

We will use a series of metrics to measure our progress against institutions we have selected as benchmarks. Enrollment goals are to:

Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country.

Initiatives include:

- *Establish a Center for Teaching and Learning and a Center for Academic Success to promote and enhance teaching, learning and advising;*
- *Aligning curricular and co-curricular programs to optimize student success;*
- *Implementing curricular approaches that promote course access and encourage long-range student academic planning;*
- *Encouraging and supporting increased student-faculty interaction; and*
- *Enabling K-16 partnerships by promoting dual enrollment with community colleges and pre-college K-12 programs.*

Metrics will include freshmen to sophomore retention rates, six-year graduation rates and post-graduate satisfaction.

LSU's enrollment has dropped significantly in the past 15 years, from 17,600 to 13,800 students. Reflecting its land grant status, 88% of undergraduate students at LSU are from within the state, 11% are from other states (predominantly neighboring states) and 1% are international. Graduate students make up 15% of the student body. Among graduate students, 45% are in-state, 30% are from other states and 25% are international. LSU's state "market share" of high school graduates has dropped from 9% to 6%, despite the fact that the number of high school graduates is on the rise. The dynamics of the state funding model are such that the only way for LSU to increase revenue is by increasing the number of nonresident undergraduate students. Regardless, over the next 10 years, LSU seeks to increase enrollment to 18,000 and with that, increase graduate enrollment to 20% of its student body. The president has made enrollment the institution's top priority.

The university created an Enrollment Management Division headed by a new position, the Director of Enrollment Services (DES). The Division brought together admissions, registrar/records and new student programs. The registrar was asked to assume the DES role in addition to current responsibilities. The Division reports to the VP of Academic Affairs, which is a position that has historically turned over every four to five years. LSU's president has been at the institution for one year, and indicated that at her prior institution, she was heavily involved with enrollment planning.

As the DES, you are tasked to develop the institution's plan to reach the 18,000 enrollment goal.

Where do you begin?

What are key considerations or actions that need to be taken?