



PRESENTATION HANDOUT



# How To Conduct An Internal Enrollment Assessment And What To Do With What You Find

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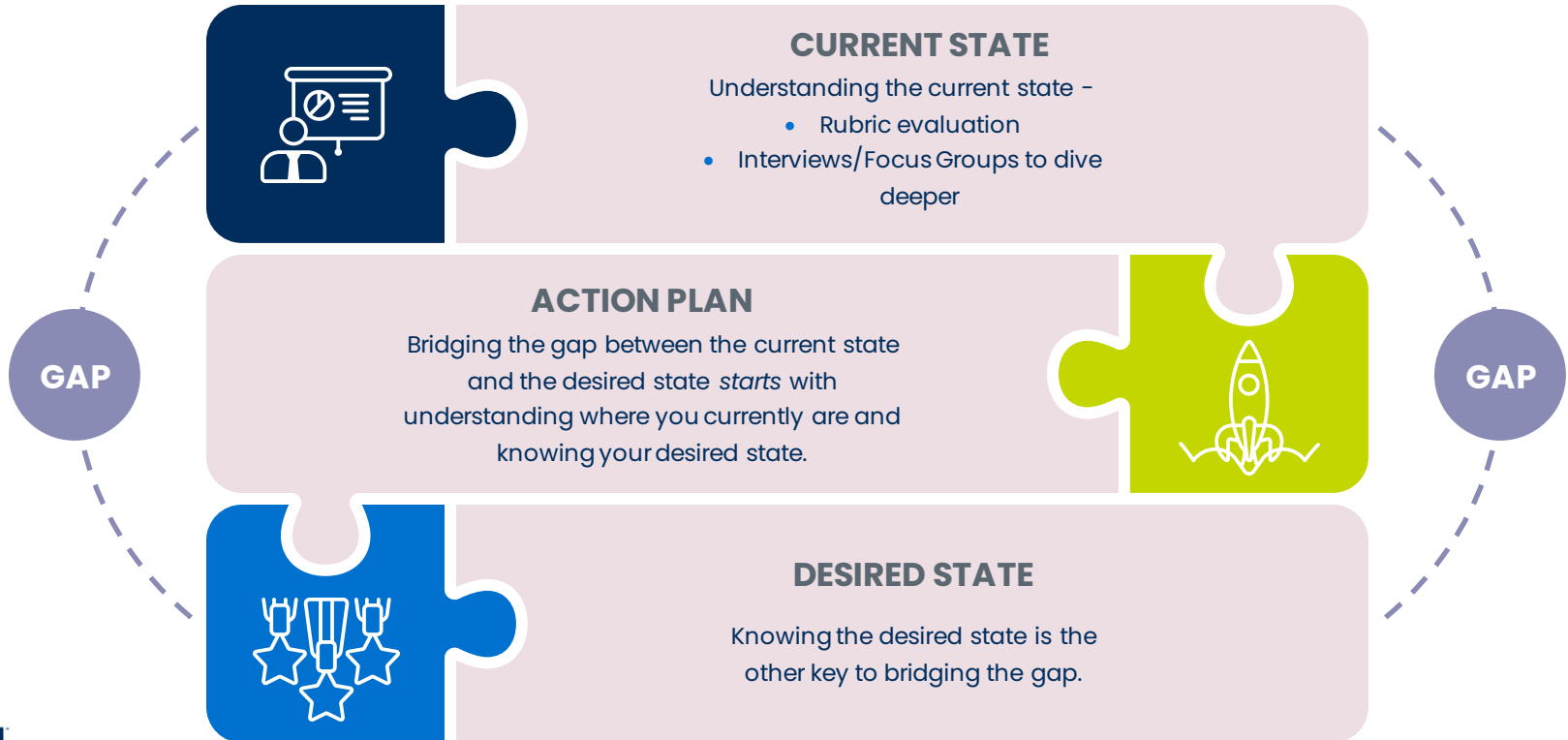
# Session Overview

1. Evaluation Methodology:
  - Rubric Approach
  - Deeper Review
2. Elements of the Rubric
3. The Review Process
4. What To Do With What You Find
5. Case Study Review



# Evaluation Methodology

# What is the point of evaluating?



# Evaluation Method

## Determine what you want to evaluate



Ex. Effectiveness of enrollment strategy;  
online readiness; pricing strategy  
readiness

## Develop rubric



To include what you want to measure;  
major assessment areas; and sources of  
evidence within each area.

## Review and evaluate



Using rubric criteria, assign score  
and add reviewer notes based on  
data and document review

## Deeper dive



Conduct interviews, focus groups, or  
panels to delve deeper into areas that  
may not be clear from the data and  
document review

- A good evaluation starts with being clear about what you want to measure.
- Following these four steps can help you better understand where those gaps exist so you can begin to develop a plan in very discrete areas.

# What is a Rubric?

## *Merriam-Webster Definition*

“A guide listing specific criteria for grading or scoring academic papers, projects, or tests.”

# Why a Rubric?

## *Guiding Question*

Start with a guiding question or aspect you want to evaluate.

*Examples:*

- 1. What is the effectiveness of our enrollment management approach to attract new and retain continuing students (effectiveness)?*
- 2. Is the campus ready to bring enrollment and instruction completely online (online readiness)*





# Elements of the Rubric

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## *Scales of Measurement*

Establish simple scales for measuring

*Examples:*

*Effectiveness:*

1. Needs major improvements to be effective
2. Needs minor improvements to be effective
3. Meets effectiveness parameters

*Online Readiness:*

1. Needs major improvements to be ready for online enrollment and instruction
2. Needs minor improvements to be ready for online enrollment and instruction
3. Meets online readiness expectations

# Elements of the Rubric

## Major Assessment Areas



Lead Generation	MA1	Marketing and admissions
Application cultivation	MA 2	Financial aid/financial services
Yield	MA 3	Student services (academic and non-academic)
Operational efficiency	MA 4	Curriculum/Classroom/Faculty Support

# Elements of the Rubric

## *Determine Effectiveness (or Readiness) Indicators*

Major Assessment Area 1	Effectiveness Indicators				
Lead Generation	1.1 RNLU's website and landing pages generate interest and engagement.	1.2 RNLU has the ability to attract traffic to the website through paid and non-paid pathways.	1.3 RNLU utilizes marketing dollars in an efficient and productive manner.	1.4 RNLU generates organic traffic to the website.	1.5 RNLU's ability to generate leads from territory specific effects

Example of effectiveness indicators for MA1: Lead Generation.

# Elements of the Rubric

## *Sources of Evidence*

### Sources of evidence for each of the effectiveness indicators:

1.1 – Website and landing pages to generate interest and engagement.

1.2 – Ability to attract traffic to the website through paid and non-paid pathways.

1.3 – Utilization of marketing dollars in an effective and productive manner.

1.4 – Generates leads to the website in an organic manner.

1.5 – Generate leads from territories.

Major Assessment Area 1: Sources of Evidence	
1.1	<ul style="list-style-type: none"> <li>- Ability for reviewer to navigate site, find CTAs, answers to questions, general layout vs. best practices</li> <li>- Current and historical data analytics on website stats and user behavior</li> <li>- List of URLs to review</li> <li>- Messaging/content review</li> <li>- Ability to provide self-service functions</li> </ul>
1.2	<ul style="list-style-type: none"> <li>- Paid and non-paid advertising spend and tracking (spend, impressions, landing page views, cost per landing page view, sessions, average duration, click throughs, CPC, etc)</li> <li>- Overall evaluation of User Experience from subject matter expert(s)/reviewer</li> </ul>
1.3	<ul style="list-style-type: none"> <li>- Paid and non-paid advertising spend and tracking (spend, impressions, landing page views, cost per landing page view, sessions, average duration, click throughs, CPC, etc)</li> <li>- What isn't available that should be to assess?</li> <li>- Assess cost-per-lead and cost-per-enrollment metrics.</li> </ul>
1.4	<ul style="list-style-type: none"> <li>- Metrics (source of origin reports), stealth application data, SEO data, etc.</li> <li>- Conversion of stealth applicants to enrolled</li> </ul>
1.5	<ul style="list-style-type: none"> <li>- Historic data by territory (i.e. percentage of enrollment by territory by year)</li> <li>- Territory based marketing/events &amp; activities</li> <li>- For transfers, historical feeder college enrollments and percent of enrollment</li> </ul>

# Elements of the Rubric

## *Score*

### **Configure Excel Spreadsheet:**

- To allow reviewer(s) to enter evaluation scores and average/sum to get overall score for each indicator area.
- Average each major indicator area together for an overall score.
- Convert overall score to a percentage and evaluative bucket for the overall review.



# The Review Process

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## Score

### Recall

*Effectiveness:*

1. Needs major improvements to be effective.
2. Needs minor improvements to be effective.
3. Meets effectiveness parameters.

	Lead Generation	1.1 RNLU's website and landing pages generate interest and engagement.	1.2 RNLU has the ability to attract traffic to the website through paid and non-paid pathways.	1.3 RNLU utilizes marketing dollars in an efficient and productive manner.	1.4 RNLU generates organic traffic to the website.	1.5 RNLU's ability to generate leads from territory specific effects
<b>Reviewer:</b>						
Reviewer 1		2.00	2.00	3.00	1.50	1.50
Reviewer 2		2.00	1.50	2.00	1.50	1.75
<b>Average of Effectiveness Indicators</b>		2.00	1.75	2.50	1.50	1.63
<b>Average Per Component</b>						<b>1.88</b>





# The Review Process

## Notes

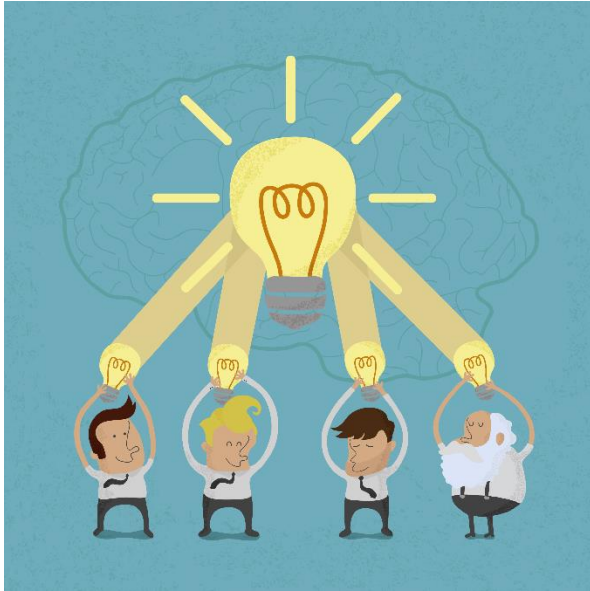
It is important to substantiate the rubric evaluation score with detailed notes.

Major Assessment Area 1: Lead Generation			
Effectiveness Indicator	Sources of Evidence	Score	Notes
1.1: RNLU's website and landing pages generate interest and engagement.	<ul style="list-style-type: none"> <li>- Ability for reviewer to navigate site, find CTAs, answers to questions, general layout vs. best practices</li> <li>- Current and historical data analytics on website stats and user behavior</li> <li>- List of URLs to review - Messaging/content review</li> <li>- Ability to provide self-service functions</li> </ul>	2.0	<p><a href="https://RNLU.edu/">https://RNLU.edu/</a> <a href="https://RNLU.edu/admissions/">https://RNLU.edu/admissions/</a></p> <ul style="list-style-type: none"> <li>- Evaluation of 5 major factors: 1) Does the site create visual interest? 2) Is the site consistent with visual identity? 3) Is there a clear, guided pathway to navigate? 4) Does the site translate to mobile environment? 5) Does it meet the standards for accessibility?</li> <li>- Website is easy to navigate and have good calls to action, request for information is easy to find and form is short (as we recommend it to be)</li> <li>- Easy to register for a campus visit with many options, however, the virtual tour is very basic and is not on par with other institutions' virtual tour experiences</li> <li>- Financial aid page should be more inviting to disadvantaged students and families. Net price calculator needs to be updated (based now on 2018-19 rates). The banner reading "100% of students getting aid" on the tuition and fees page should be moved to the primary landing page</li> <li>- There are some self-service functions available (i.e. apply, request info, register for visit), however, for transfers, there could be more self-service actions. Good that there is a service to have transcripts evaluated, not so good that the stated turn-around time is 14 – 21 days. Also, an on-demand credit estimator would be ideal.</li> </ul>
1.2 RNLU has the ability to attract traffic to the website through paid and non-paid pathways.	<ul style="list-style-type: none"> <li>- Paid and non-paid advertising spend and tracking (spend, impressions, landing page views, cost per landing page view, sessions, average duration, click throughs, CPC, etc.</li> <li>- Overall evaluation of User Experience from subject matter</li> </ul>	1.75	<ul style="list-style-type: none"> <li>- RNLU partners with GenericMarketing, "This cycle, we had 3 campaigns – delivering ads to students in our funnel, a look-alike campaign (by profiling enrolled student demographics), and an attribution campaign (students we'd like to have)" (DOA). It's difficult to interpret the results that were shared; however, it is good that there were higher than average click thru rates for parents. Which underscores the importance of this influencer group.</li> <li>- RNLU should be sure to see if the data from GenericMarketing can be tracked to see if the efforts will contribute to enrollments</li> </ul>



# The Review Process

## *The Deep Dive*



- The data and document review should be considered one-part of the review.
- The other part of the review is to conduct a series of interviews or focus groups to further understand and to round-out findings from the data and document review.
- Ensure initial scores reflect true current state based on interview feedback.



# What To Do With What You Find

# What To Do With What You Find

*This will be specific to your MAs, effectiveness indicators, sources of evidence, and what you may find*

Major Assessment Area 1: Lead Generation				
Effectiveness Indicator	Sources of Evidence	Score	Notes	How to achieve a '3'
1.1: RNLU's website and landing pages generate interest and engagement.	<ul style="list-style-type: none"> <li>- Ability for reviewer to navigate site, find CTAs, answers to questions, general layout vs. best practices</li> <li>- Current and historical data analytics on website stats and user behavior</li> <li>- List of URLs to review - Messaging/content review</li> <li>- Ability to provide self-service functions</li> </ul>	1.75	<p><a href="https://RNLU.edu/">https://RNLU.edu/</a> <a href="https://RNLU.edu/admissions/">https://RNLU.edu/admissions/</a></p> <ul style="list-style-type: none"> <li>- Evaluation of 5 major factors: 1) Does the site create visual interest? 2) Is the site consistent with visual identity? 3) Is there a clear, guided pathway to navigate? 4) Does the site translate to mobile environment? 5) Does it meet the standards for accessibility?</li> <li>- Website is easy to navigate and have good calls to action, request for information is easy to find and form is short (as we recommend it to be)</li> <li>- Easy to register for a campus visit with many options, however, the virtual tour is very basic and is not on par with other institutions' virtual tour experiences</li> <li>- Financial aid page should be more inviting to disadvantaged students and families. Net price calculator needs to be updated (based now on 2018-19 rates). The banner reading "100% of students getting aid" on the tuition and fees page should be moved to the primary landing page</li> <li>- There are some self-service functions available (i.e. apply, request info, register for visit), however, for transfers, there could be more self-service actions. Good that there is a service to have transcripts evaluated, not so good that the stated turn-around time is 14 – 21 days. Also, an on-demand credit estimator would be ideal.</li> </ul>	<ul style="list-style-type: none"> <li>- Make the website less tactical and transaction and use to promote value answering the questions – who is RNLU, what is the value of attending, what the RNLU experience be like for me</li> <li>- Ensure there are easy to find calls to action that are responded to in real-time</li> <li>- Improve self-service functions (RFI, transfer credit (allow for real-time reviews, improve application experience (save and return experience, portal to allow visibility to a completion checklist), register for events, open houses, and</li> <li>- Track web activity on a monthly basis and make necessary adjustments as necessary</li> </ul>

An empty lecture hall with rows of grey plastic seats and a central aisle leading to a stage. A blue horizontal band is overlaid across the middle of the image, containing white text.

**Make a plan and take  
action!**



# Case Study



The image is a blue-tinted photograph of a university courtyard. In the foreground, there are several large, classical-style arches supported by columns. The arches frame a view of a large, multi-story building with a prominent dome and a spire, likely a library or a central building. The courtyard is green with some trees and a few people walking in the distance. The overall atmosphere is serene and academic.

# The College of New Jersey (TCNJ) – School of Science

# TCNJ – School of Science Enrollment Concerns

1. Transparency with enrollment data
2. Recruitment efforts
3. Holistic college recruitment Vs. school-specific recruitment
4. Joining forces



# TCNJ – Lead Generation

1. Website
  - Engaging and visually stimulating
2. Marketing \$\$
  - Admissions funnel
3. Lead Sources

**SCORE: 1.75**

# TCNJ – Lead to App. Conversion

1. Program offerings within the School of Science
  - Generic vs. Specific
2. CRM utilization
3. Brand awareness
  - Prospective students
    - In-state vs. Out-of-state

**SCORE: 1.71**

# Admit to Enroll (Yield) Conversion

1. Financial Aid Assessment
2. Melt prevention
3. Onboarding within departments
  - Freshman vs. Transfer

**SCORE: 1.50**

# Retention to Graduation

1. Retention analysis
  - Freshman vs. Transfer students
2. Student feedback response
3. Early student intervention
4. Communication w/ students

**SCORE: 1.68**

# Operational Efficiency and Effectiveness

1. Admissions and Dean's Office relationship
2. Recruitment efforts
  - Duplication among offices
  - Outcomes
3. Registration process and credit evaluation

SCORE: 1.56

# TCNJ Takeaways

1. Academic and Enrollment Management collaboration
  - Regular meetings w/ Admissions liaison
2. Transparency between offices as it relates to:
  - Marketing
    - Data sharing: leads, Google Analytics access, etc.
  - Recruitment
    - Involving Dean's Office and faculty
  - Registration and credential evaluations
    - Committee formed to assess current process and make adjustments
3. Communicate... Communicate... Communicate

**Overall Score:**  
**1.64**

**Significant Adjustments To Be  
Made**