



Enrollment Opportunity Analysis

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Senior Vice President

Porterville College Exit Briefing

1. Identifying the goals, issues and challenges
2. Recommendations and observations
3. Discussion and questions

RNL OVERVIEW



UNRIVALED EXPERIENCE

35+ YEARS OF EXPERIENCE
SOLVING ENROLLMENT,
FUNDRAISING, AND STUDENT
SUCCESS CHALLENGES



THOUGHT LEADERSHIP

WE PRODUCE AT LEAST 25
REPORTS ANNUALLY ON THE
STATE OF THE HIGHER ED
INDUSTRY



DATA-DRIVEN

WE ANALYZE OVER 10 MIL
STUDENT RECORDS TO INFORM
CAMPUS-SPECIFIC STRATEGIES



PRACTITIONER EXPERTISE

OUR TEAM INCLUDES OVER 130
HIGHER ED EXPERTS WHO
AVERAGE 15 YEARS OF CAMPUS
EXPERIENCE



ENROLLMENT PLANNING

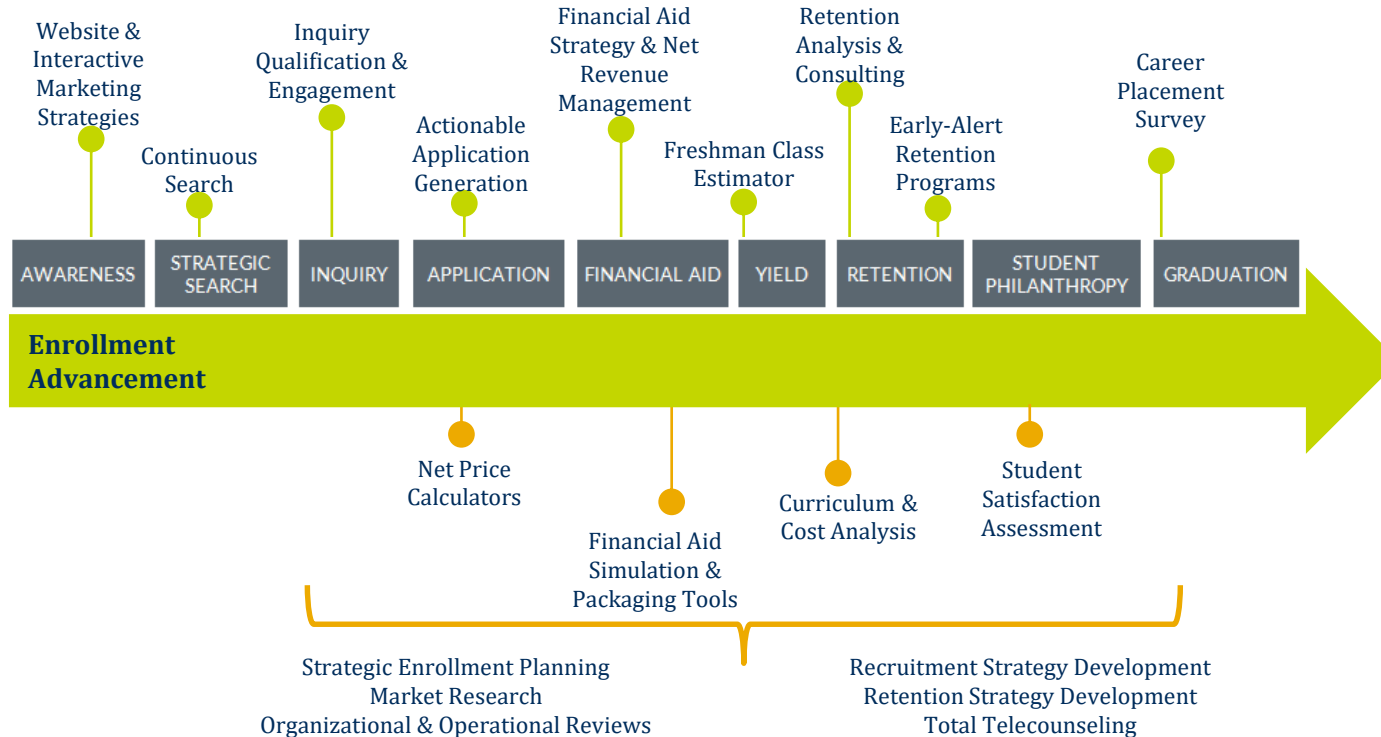
WE WROTE THE BOOK ON
STRATEGIC ENROLLMENT
PLANNING



FINANCIAL STRATEGY

\$3.8 BIL IN INSTITUTIONAL GIFT
AID OPTIMIZED ANNUALLY
UNDER OUR GUIDANCE

More than 30 individual enrollment services





Identifying
goals, issues,
and
challenges

New Student Goals

From ISA and focus groups (see ISP 2018-21 pages 35-41)

1. Increase enrollment of high school graduates into Porterville College (quantify)
2. Increase college partnerships with business and industry (quantify)
3. Increase Porterville College participation in the community (quantify)
4. Increase overall enrollment by 5% (from x to y)

GOALS



Continuing Student Goals

From ISA and focus groups (see ISP 2018-21 pages 35-41)

1. Increase the number of students who complete their program of study (degrees & certificates).
2. Increase the number of students who fully matriculated by the end of the first year of enrollment.
3. Increase student-faculty-staff interaction and participation.
4. Narrow achievement gaps in course/program success and completion across all groups at Porterville College.
5. Increase availability and accessibility of enrollment resources.
6. Improve collaboration and information sharing across campus.
7. Porterville College facilities and safety measures are maintained to meet needs of students and employees.



Continuing Student Goals

From ISP Addendum (April 2019, pages 7-8)

1. Increase number who earn an associate degree or associate degree for transfer from 396 in 2016-17 to 455 in 2021-22 – +15%.
2. Increase the number who earn a certificate from 65 in 2016-17 to 88 in 2021-22 – +35%.
3. Increase the number who earn associate degree for transfer degrees from 115 in 2016-17 to 144 in 2021-22 – +25%.
4. Increase the number who transfer to a four-year institution from 193 in 2016-17 to 232 in 2021-22 – +20%.
5. Decrease the average units earned per completed associate degree from 88 in 2016-17 to 79 in 2021-22 – +10%.
6. Increase the number of CTE students who are working in a closely related field from 55% in 2016-17 to 69% in 2021-22 – +25%.
7. Increase “not-economically disadvantaged” who earn an associate degree or ADT from 47 in 2016-17 to 55 in 2021-22 - +18%.

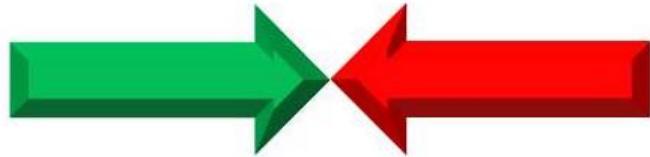
There were no new student enrollment goals in the addendum



Issues
Challenges
Themes

**Driving
Forces**

**Restraining
Forces**

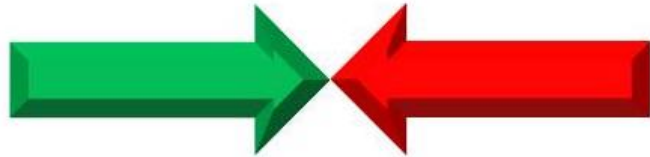


- Porterville’s service area is “land-locked” and the high school population is flat, or declining.
- There is a need to continue to proactively show value within the service area and the community of Porterville, which includes proclaiming PC outcomes and value of a PC degree (as well as other service).
- State funding support hasn’t always mirrored the enrollment growth that has occurred, which leaves PC hesitant to be too aggressive in terms of marketing and recruitment initiatives.
- Dual enrollment has fueled much of the growth in the past 3 years – how will PC take advantage of that population?

Issues
Challenges
Themes

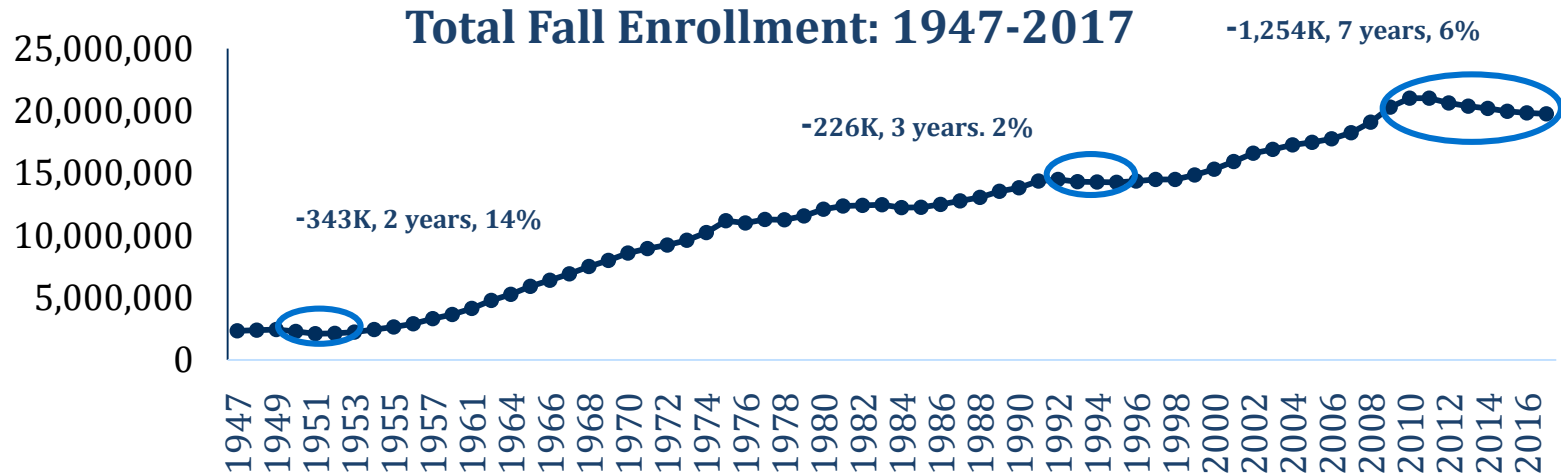
**Driving
Forces**

**Restraining
Forces**



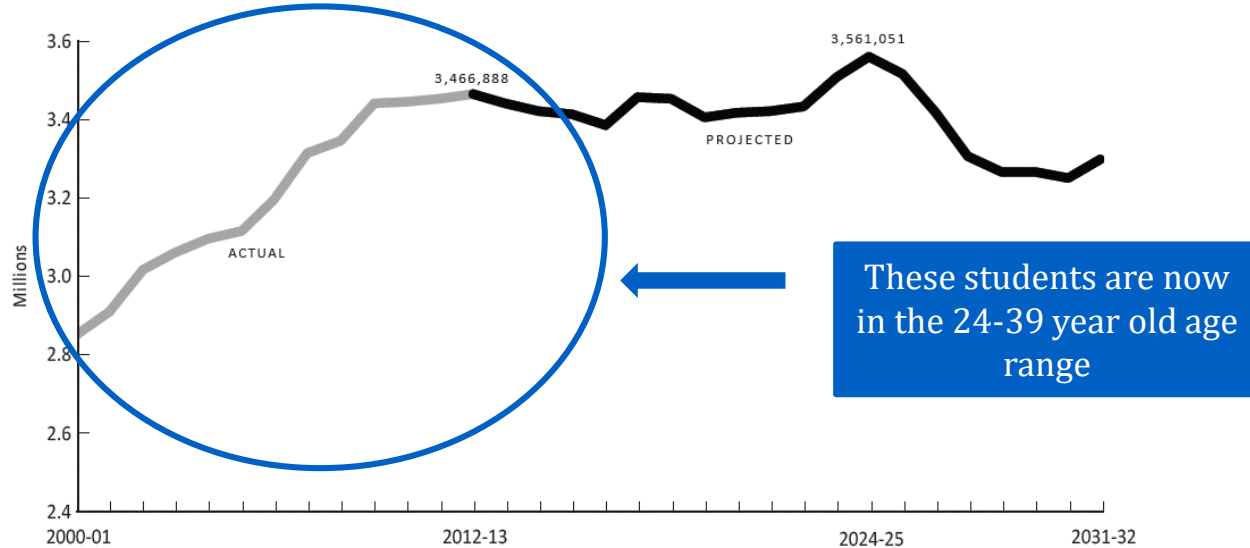
- New and continuing student enrollment goals have not been widely cascaded or internalized (e.g., macro goal of 3,100, which is +2%).
- If PC is to continue to grow, where will it come from? Dual, HS or Adult? Is PC ready to cater to adults (e.g., online, evening, weekend, 6/8/10 week courses)?
- There doesn't appear to be a culture around enrollment management on campus, especially new student enrollment or a culture where all involved feel free to contribute their ideas and thoughts.
- One of the greatest challenges PC faces from an enrollment perspective may be complacency.
- As administrators, we are expected to “skate to where the puck will be”.

We are in the midst of a historic contraction in total enrollment



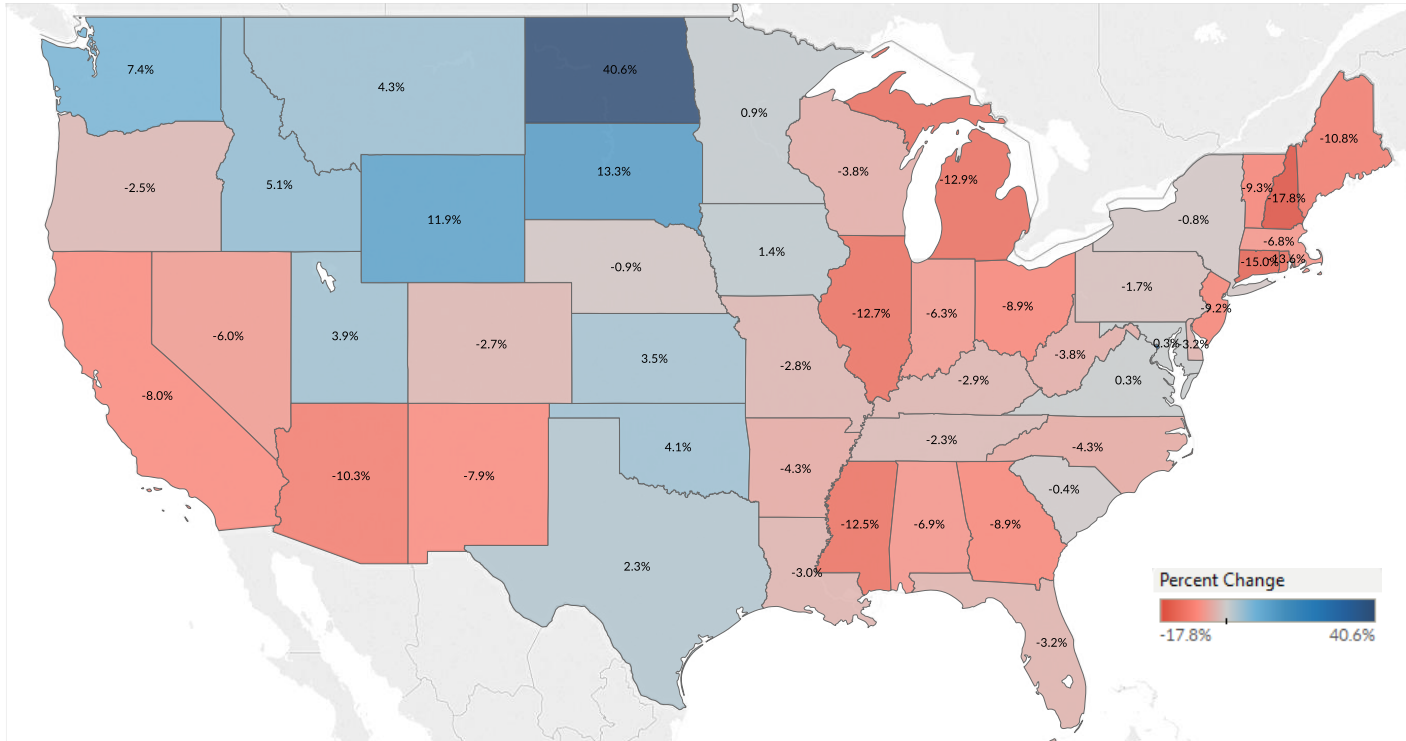
Total U.S. Public and Private High School Graduates, 2001-2013 (actual) through 2014–2032 (projected)

In 2013, there were a record-high, 3.47 million high school graduates – these are the adult students of today/tomorrow



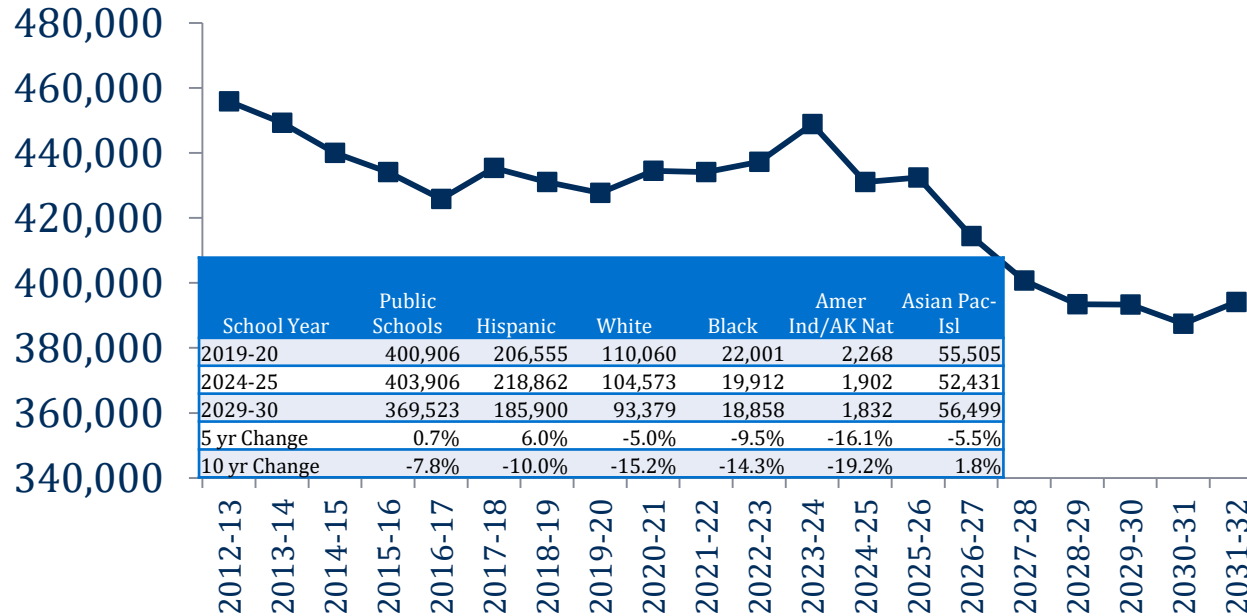
Projected change in high school graduates

Public and non-public, 2019-20 to 2029-30



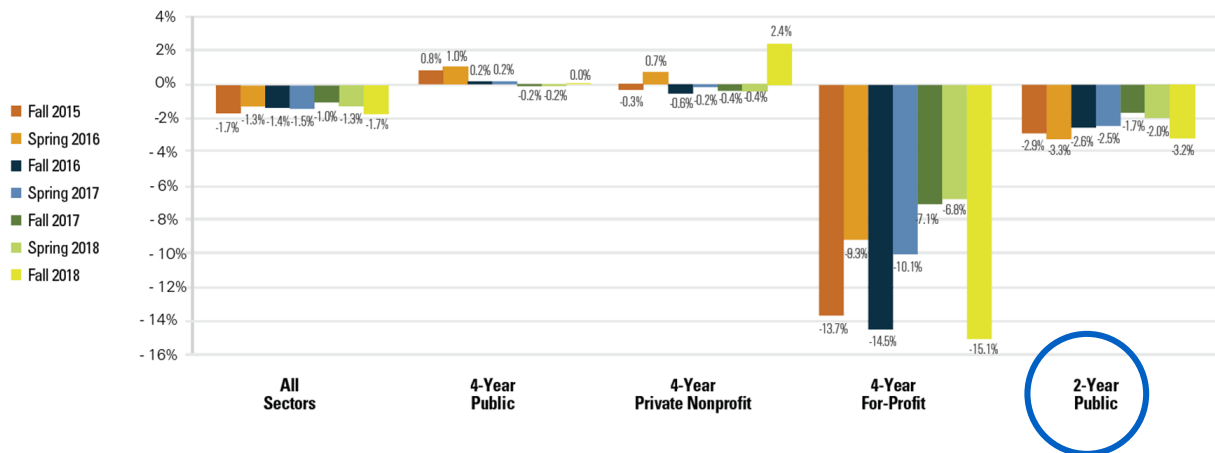
Projected number of high school graduates

California 2013-32



The National Student Clearinghouse reported a 1.7% drop in Fall 2018 enrollments

Figure 1: Percent Change from Previous Year, Enrollment by Sector (Title IV, Degree-Granting Institutions)

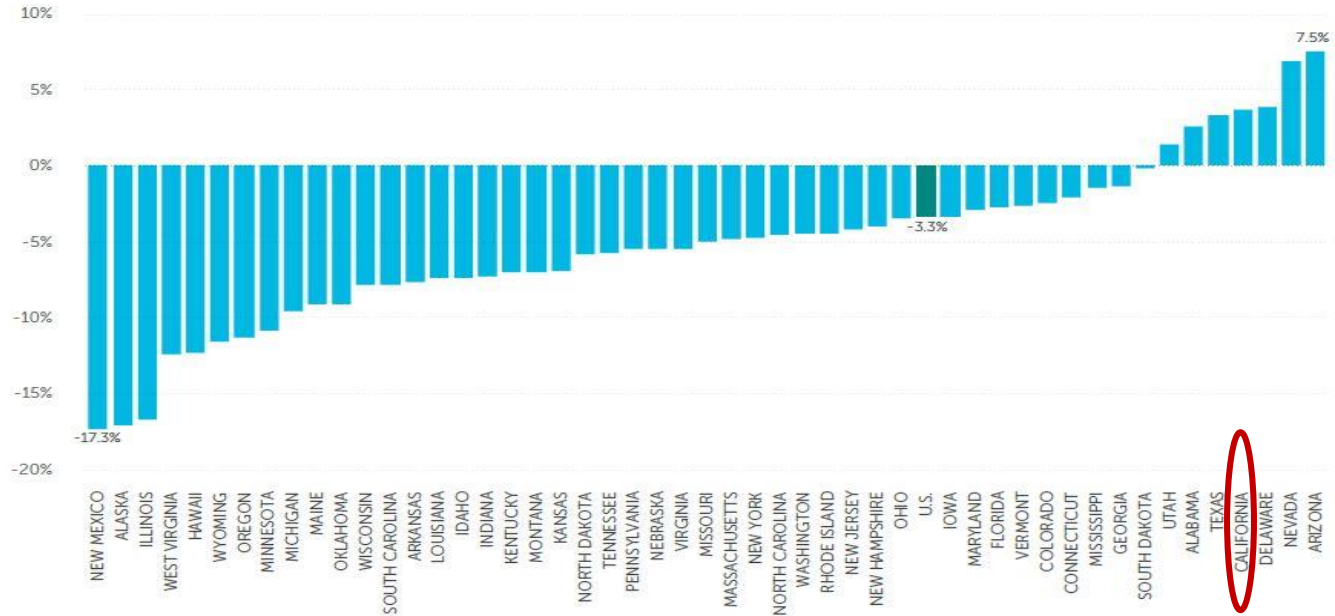


(13th consecutive term of declines starting in spring 2012)

Full-Time Equivalent Enrollment: Percent Change, FY 2013-18

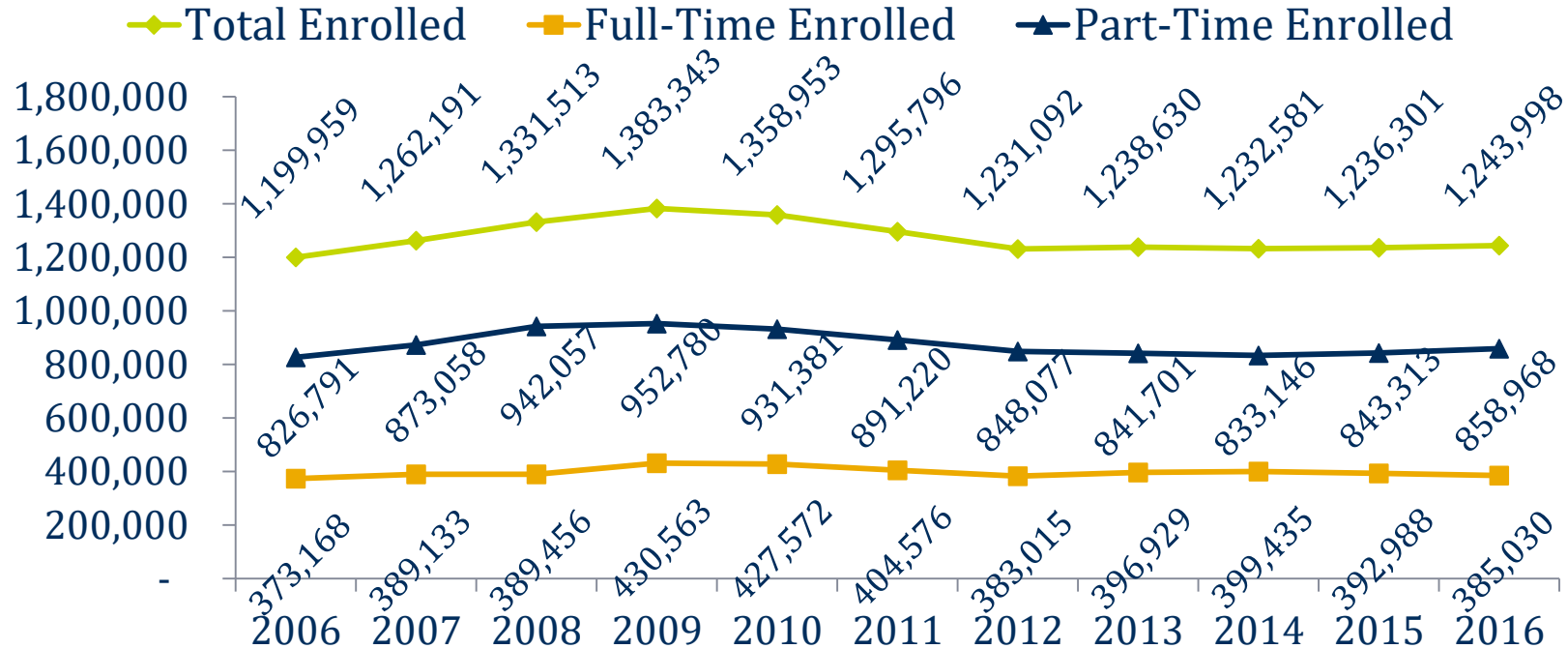
Only *TWO* states had public enrollment growth of five percent or more since 2013

**PUBLIC HIGHER EDUCATION FULL-TIME EQUIVALENT (FTE) ENROLLMENT:
PERCENT CHANGE, FY 2013-2018**



2-year Full and Part Time Enrollment

California



The adult learner

Supply of adult learners is far short of demand/need

36,000,000+ with “some college” but no degree

400,000 enrolled at the 12 biggest traditional nonprofit universities that have online programs

Market penetration is only ~ 1%

California is at 49% toward the 60% by 2025 national goal

A STRONGER NATION

Learning beyond high school builds American talent

America's Progress

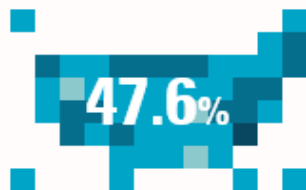
Goal-Exploration Tool

<http://strongernation.luminafoundation.org/report/2019/#nation>

Nation

States

Metro Areas



- America's Progress
- Tracking Attainment
- Comparing States
- Exploring Race and Ethnicity
- Key Insights

- A Message from Lumina's President

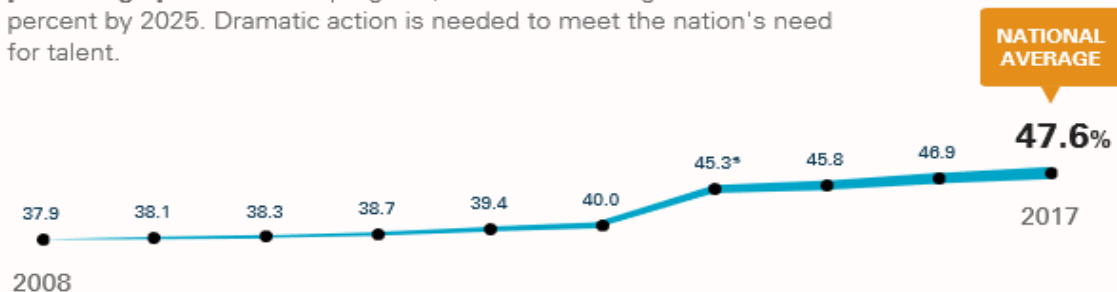
Tracking America's progress toward 2025



The nation faces an urgent and growing need for talent. To meet that need, many more people must earn college degrees, workforce certificates, industry certifications and other high-quality credentials. That's why Lumina Foundation works to ensure that, by 2025, **60 percent of Americans hold a credential beyond high school – a quality credential that prepares people for informed citizenship and economic success.**

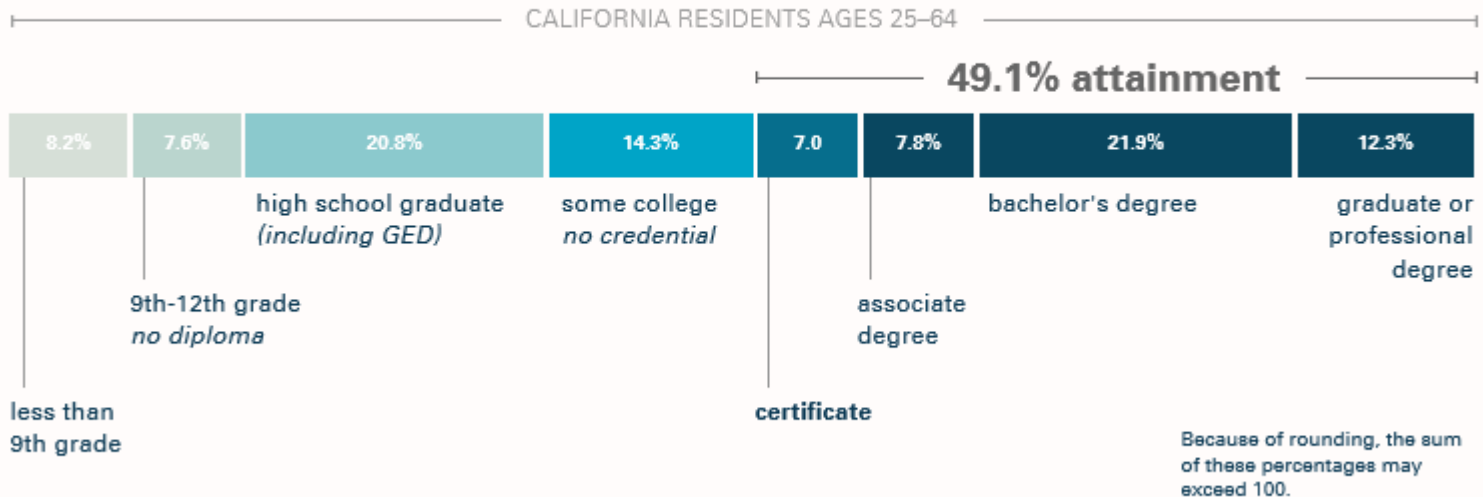
A steady climb

Lumina tracks the post-high school educational attainment of Americans ages 25-64. Since 2008, that figure has increased by **10 percentage points**. That's progress, but it's not enough to reach 60 percent by 2025. Dramatic action is needed to meet the nation's need for talent.



Percentage of California residents (ages 25-64) with at least an associate degree

California education levels

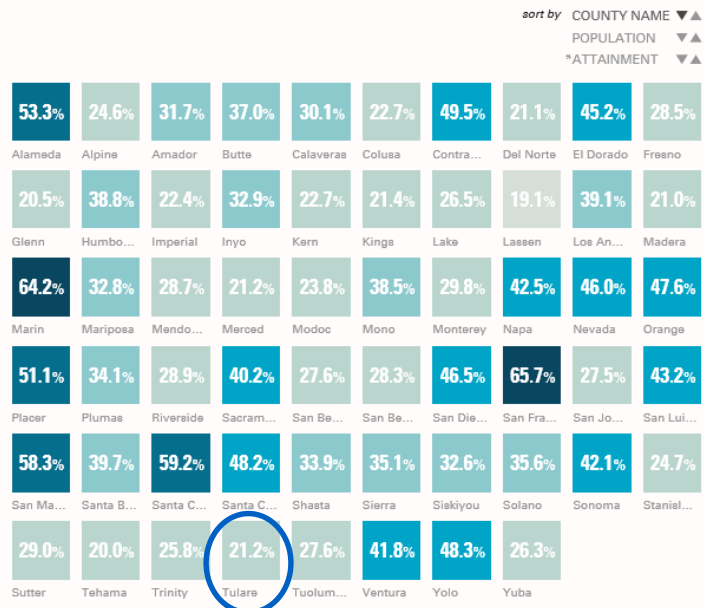


Percentage of California residents (ages 25-64) with at least an associate degree: Tulare county

Comparing California Counties

Exploring educational attainment at the local level can be especially helpful to local leaders as they work on talent development. For example, by pinpointing counties or regions where attainment lags, resources can be targeted where they're needed most. Conversely, in areas of high attainment, other regions may find practices or processes they can emulate.

Compare degree attainment rates across California's 58 counties. Attainment is shown here as the percentage of people ages 25-64 with at least an associate degree.*



National Enrollment Management Survey

Conversion, admit, and yield rates for first-time-in-college (FTIC) students

	Four-Year Public	Four-Year Private	Two-Year Community College (all students)
Inquiry conversion	37%	14%	84%*
Admit rate	67%	58%	94%
Yield rate	32%	25%	46%



*Note: Only 11 institutions tracked inquiry conversion

Source: 2016-19 Ruffalo Noel-Levitz National Enrollment Benchmark Reports and partnership data

Select Filters:

College

Porterville College

Terms

(Multiple values)

Demographics:

Gender (All)

Ethnicity (All)

Age Categ... (All)

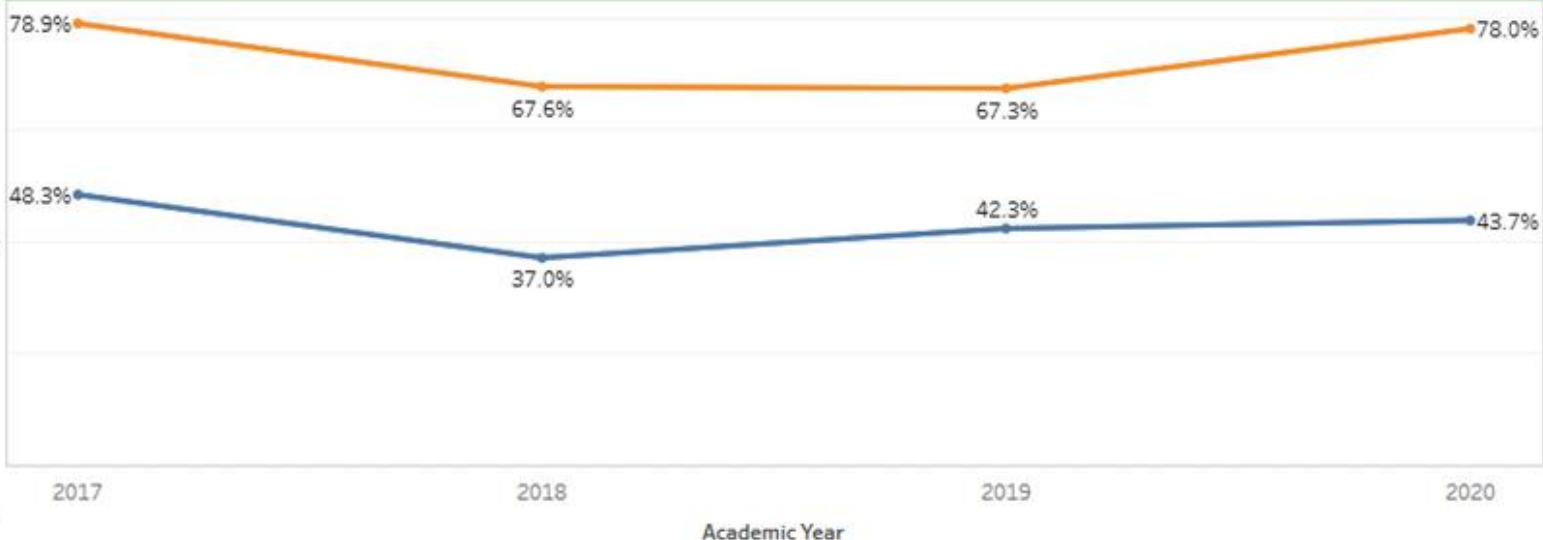
Student Characteristics:

Citizenship Status (All)

Foster Youth Status (All)

Military Status (All)

Highest Education Level



Verification Rate Take Rate

Term	Applicants	Verified Applicants	Verification Rate	Registered in App Term	Take Rate
Fall 2016	3,107	2,452	78.9%	1,185	48.3%
Fall 2017	2,930	1,982	67.6%	734	37.0%
Fall 2018	3,461	2,330	67.3%	985	42.3%
Fall 2019	2,748	2,143	78.0%	937	43.7%



Dual Enrollment is included

New Student Recruitment Funnels – 2015-19

All Students

Funnel Stage	2015	2016	2017	2018	2019	4 Yr Ave
Prospects						
Inquiries						
CR %						
Applications		3107	2930	3461	2748	3062
Verified Apps		2452	1982	2330	2143	2227
VA %		78.9	67.6	67.3	78	72.7
Acceptances		2452	1982	2330	2143	2227
AR% (all apps)		100	100	100	100	100
Enrolled		1185	734	985	932	959
YR % (admit to enroll)		48.3	37	42.3	43.7	43.1

National Averages: 84% CR; 94% CA/AR; 46% YR



New Student Recruitment Funnels – 2015-19

Track FTIC, Transfer-In, Adult, etc.

Funnel Stage	2015	2016	2017	2018	2019	5 Yr Ave
Prospects						
Inquiries						
CR %						
Applications						
Completed Apps						
CA %						
Acceptances						
AR% (all apps)100						
Enrolled						
YR % (admit to enroll)						

National Averages: 84% CR; 94% CA/AR; 46% YR



Example college fall funnels by market segment

(Direct from high school)

Funnel Stage	Two Years Ago	Last Year	This Year	3-Year Avg.
Prospects				
Inquiries				
CR %				
Applications	2330	2689	2790	2603
Acceptances	2142	2444	2593	2393
AR% (all apps)	91.9	90.9	92.9	91.9
YR % (admit to registered)	84.7	71.7	73.7	76.3
Enrolled	1815	1752	1910	1826

Two-Year Averages: 84% CR; 94% AR; 46% YR

Example college fall funnels by market segment

(Young adult)

Funnel Stage	Two Years Ago	Last Year	This Year	3-Year Avg.
Prospects				
Inquiries				
CR %				
Applications	1306	1025	1205	1179
Acceptances	1157	912	1049	1039
AR% (all apps)	88.6	89	87.1	88.1
YR % (admit to registered)	41.5	46.1	45.9	44.4
Enrolled	480	420	482	461

Two-Year Averages: 84% CR; 94% AR; 46% YR

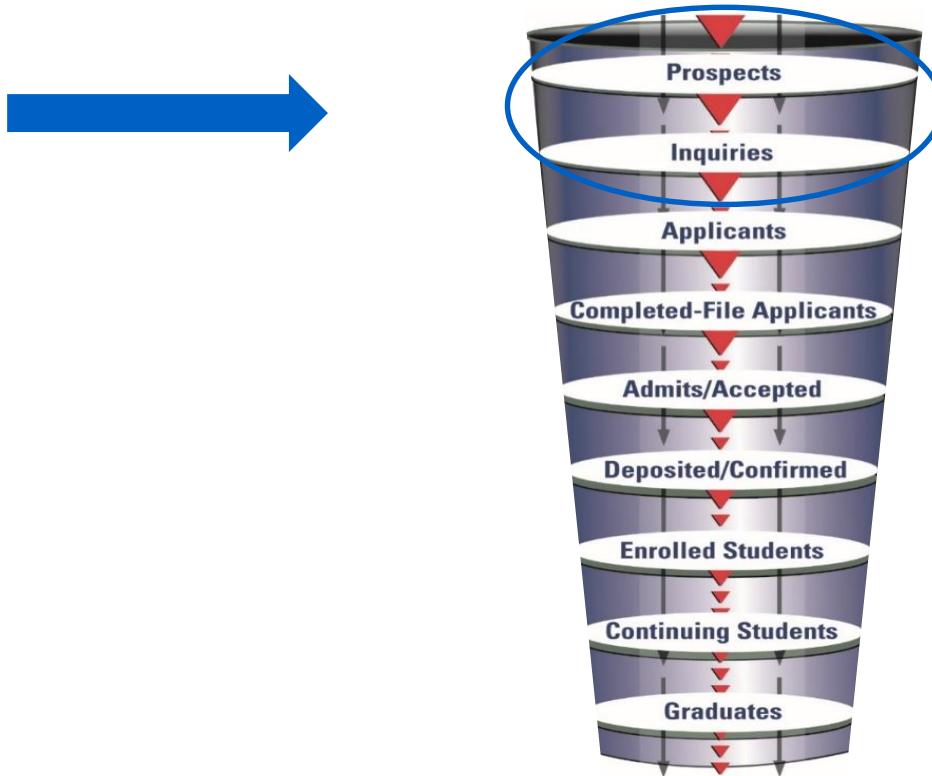
Example college fall funnels by market segment

(Adult)

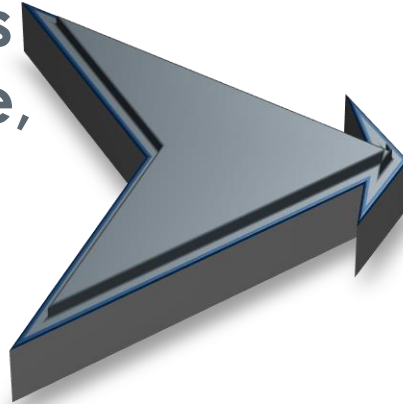
Funnel Stage	Two Years Ago	Last Year	This Year	3-Year Avg.
Prospects				
Inquiries				
CR %				
Applications	2474	2383	2247	2368
Acceptances	2023	2125	1994	2047
AR% (all apps)	81.8	89.2	88.7	86.4
YR % (admit to registered)	33	46.3	51	43.5
Enrolled	668	984	1018	890

Two-Year Averages: 84% CR; 94% AR; 46% YR

Most 2-Year institutions have opportunities at the top of the funnel



Three ways
to increase,
or shape
new
student
enrollment



Increase the size of the
inquiry pool

Increase the conversion
ratio at various points of
the funnel

Combine both strategies

Understanding conversion theory for enrollment growth

This model works for any market segment

Example Fall 2019 (no dual enrolled)

Funnel Stage	2019	Increase Inquiries	Increase CR%	Increase YR%	Increase All
Inquiries	3500	3600	3500	3500	3600
Applications	2748	2826	2818	2748	2898
Admits (verified)	2143	2204	2198	2143	2260
Enrolled	932	963 (+31)	960 (+28)	964 (+32)	1017 (+85)
CR%	78.5	78.5	80.5	78.5	80.5
AR %	78	78	78	78	78
YR %	43.7	43.7	43.7	45	45



National Averages: 84% CR; 94% CA/AR; 46% YR

Institutional admission selectivity

Selectivity Level	ACT (Middle 50%)	SAT (Middle 50%)
Highly selective	25-30	1710-2000
Selective	21-26	1470-1770
Traditional	18-24	1290-1650
Liberal	17-22	1230-1530
Open	16-21	1170-1480

FTIC term-to-term persistence rate

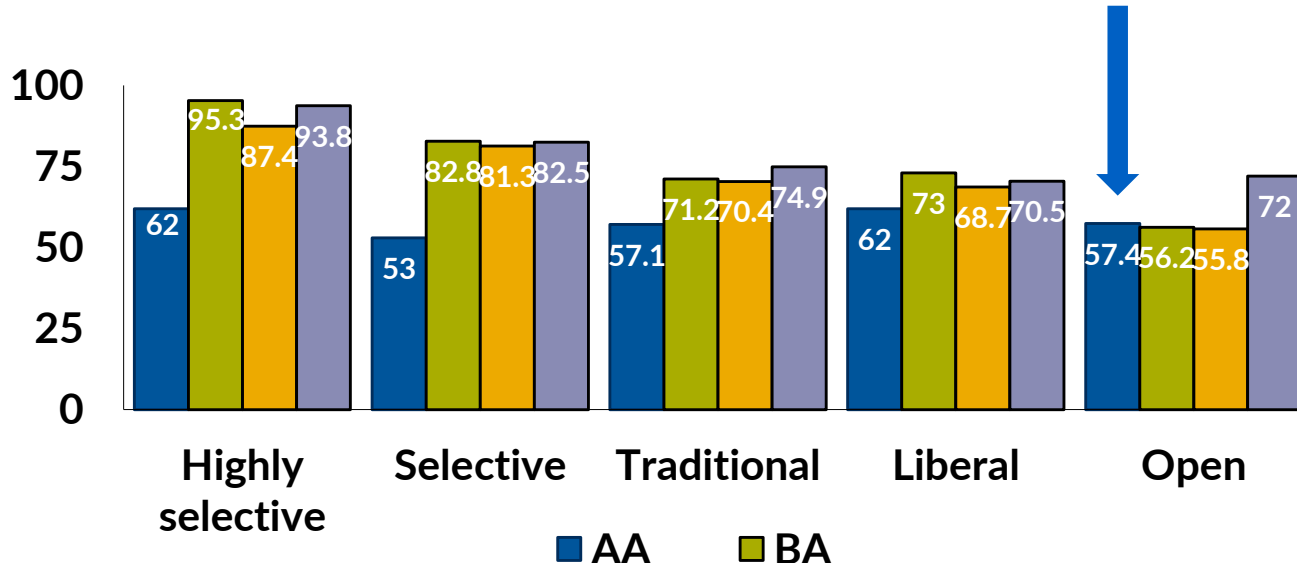
PC = 85.3%

Persistence Ratios		FOUR-YEAR PRIVATE			FOUR-YEAR PUBLIC	TWO-YEAR PUBLIC
		ALL	INSTITUTIONS WITH LOWER SELECTIVITY	INSTITUTIONS WITH HIGHER SELECTIVITY	ALL	ALL
Persistence from term one to term two, 2015-16 academic year	25th Percentile	86.0%	85.0%	91.3%	83.5%	79.0%
	Median	90.0%	89.0%	94.5%	88.5%	82.0%
	75th Percentile	93.0%	91.0%	95.0%	93.3%	86.0%
Persistence from term two of the 2015-16 academic year to term three (the beginning of the 2016-17 academic year, i.e., the students' second year)	25th Percentile	78.0%	75.0%	86.0%	77.8%	70.0%
	Median	84.0%	81.0%	89.0%	82.0%	74.0%
	75th Percentile	88.0%	85.0%	90.0%	88.3%	76.0%



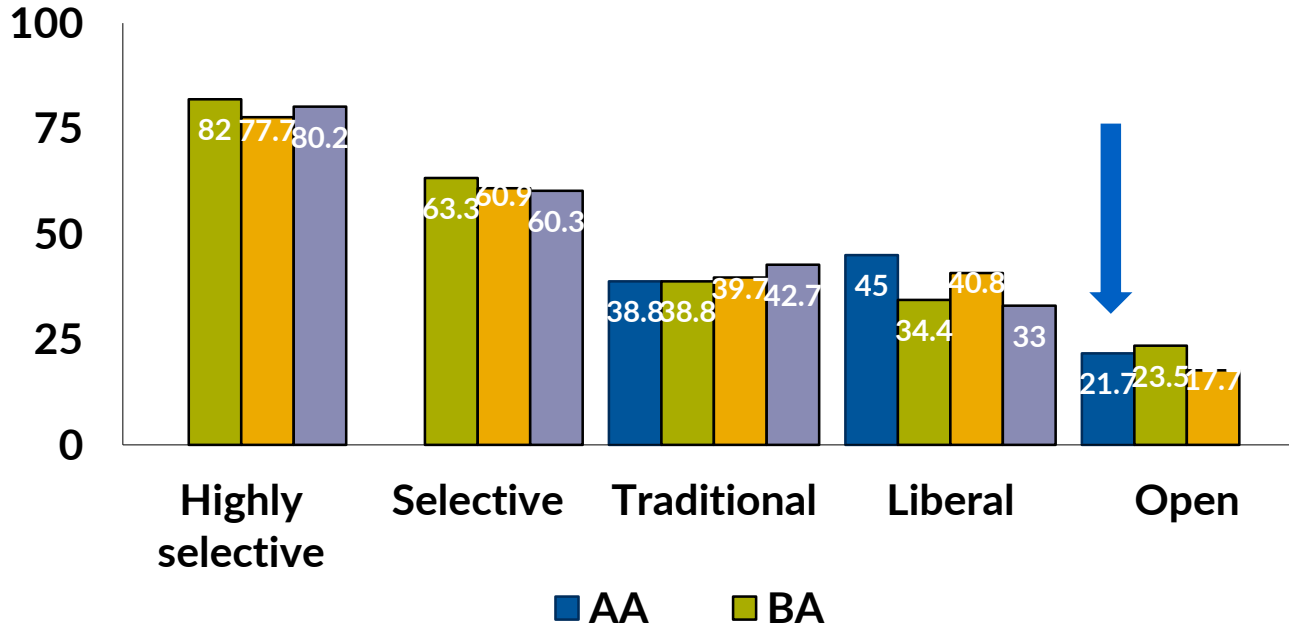
First- to second-year retention rates for public institutions

(PC = 67.9%)



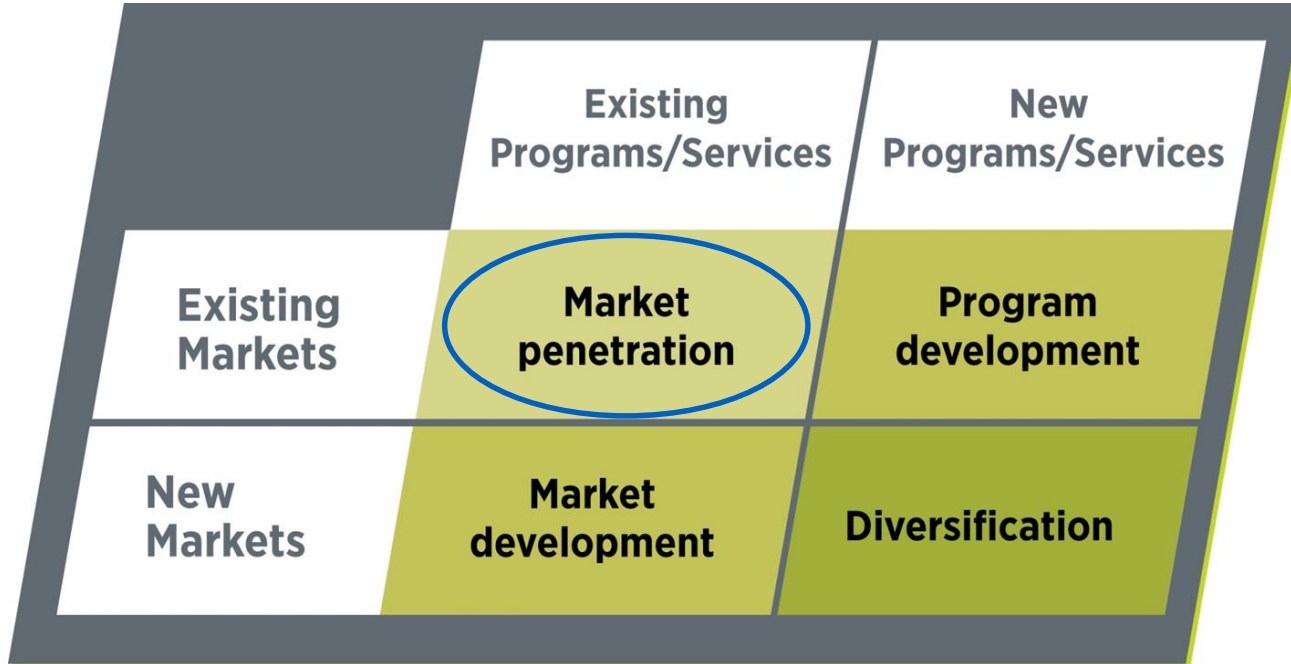
National graduation rates for public institutions

(PC three-year graduation rate = 28%)



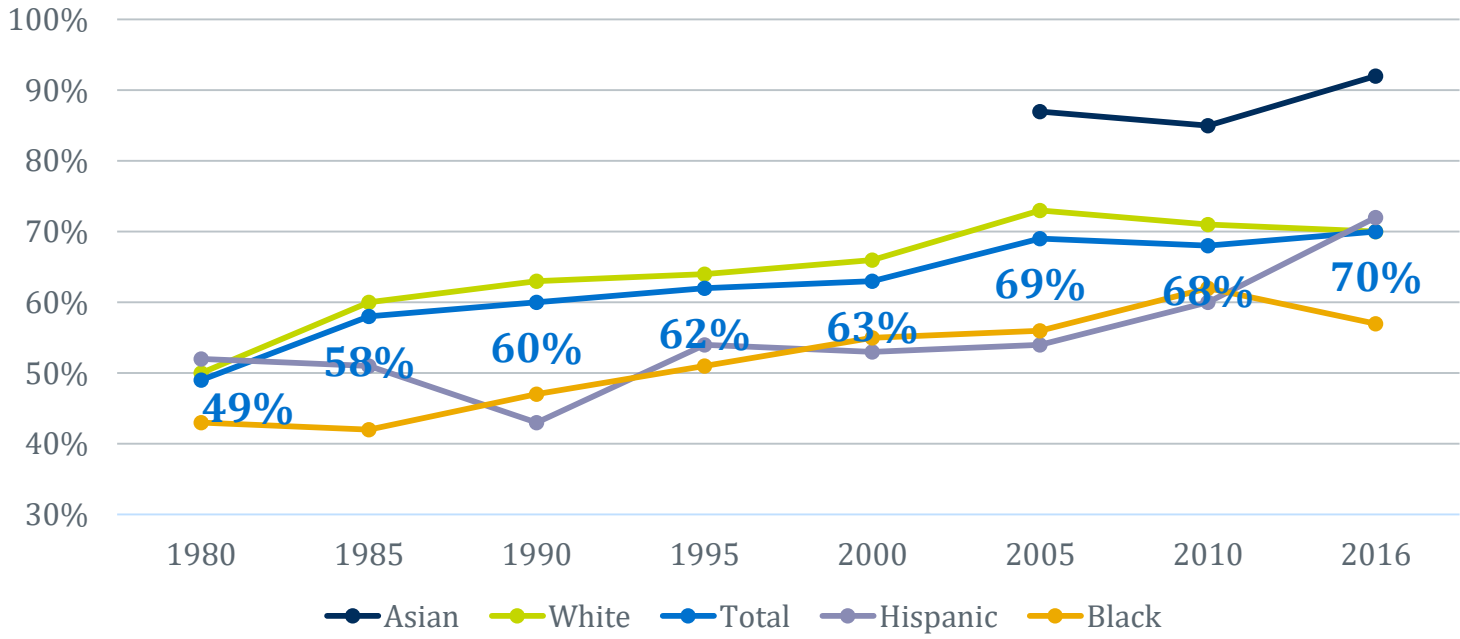
Completion in 3 years for associate degree, 5 years for BA/BS

Growth Strategy Matrix: Ansoff's quadrants



College participation rates have been a key growth driver but they have leveled for decade


% enrolled in college the October immediately following high school completion



Source: U.S. Department of Education. Institute of Education Sciences, National Center for Education Digest of Educational Statistics: Table 302.2

Measure: **Feeder High School Enrollment Yi** 2012-13 2013-14 2014-15 2015-16 2016-17 Trendlines

Explanation: The percent of high school graduates enrolled on census day during the first fall semester after high school graduation to any college within the district. The number of high school graduates comes from the California Department of Education Data and Statistics site or from the high school registrar's office.

PC	<i>High School Graduates</i>	1,171	1,201	1,282	1,361	1,267	
	HS Enrollment Yield	37%	38%	37%	38%	40%	



California participation rate = 61.7%

NORTHAMPTON COMMUNITY COLLEGE
HIGH SCHOOL GRADUATE PARTICIPATION RATES

NORTHAMPTON COUNTY SPONSORING SCHOOL DISTRICTS

School District	a 2017			a,b 2016			a,b,c 2015			a,b 2014			a,b 2013		
	# Grads	# NCC	% NCC	# Grads	# NCC	% NCC	# Grads	# NCC	% NCC	# Grads	# NCC	% NCC	# Grads	# NCC	% NCC
Bangor	246	58	23.6%	236	65	27.5%	234	48	20.5%	240	56	23.3%	263	64	24.3%
Freedom H.S.	446	123	27.6%	455	86	18.9%	394	100	25.4%	455	131	28.8%	443	111	25.1%
Liberty H.S.	664	147	22.1%	594	144	24.2%	553	135	24.4%	641	151	23.6%	608	172	28.3%
Bethlehem Total	1,110	270	24.3%	1,049	230	21.9%	947	235	24.8%	1,096	282	25.7%	1,051	283	26.9%
Easton	660	134	20.3%	635	166	26.1%	622	144	23.2%	611	162	26.5%	648	168	25.9%
Nazareth	366	87	23.8%	368	86	23.4%	372	100	26.9%	359	67	18.7%	345	95	27.5%
Northampton	395	101	25.6%	386	120	31.1%	377	96	25.5%	419	118	28.2%	437	125	28.6%
Pen Argyl	134	44	32.8%	102	32	31.4%	152	44	28.9%	112	19	17.0%	138	51	37.0%
Saucon Valley	172	33	19.2%	169	28	16.6%	174	30	17.2%	176	35	19.9%	162	44	27.2%
Wilson	163	40	24.5%	157	36	22.9%	160	49	30.6%	167	45	26.9%	151	36	23.8%
Total Sponsoring	3,246	767	23.6%	3,102	763	24.6%	3,038	746	24.6%	3,180	784	24.7%	3,195	866	27.1%

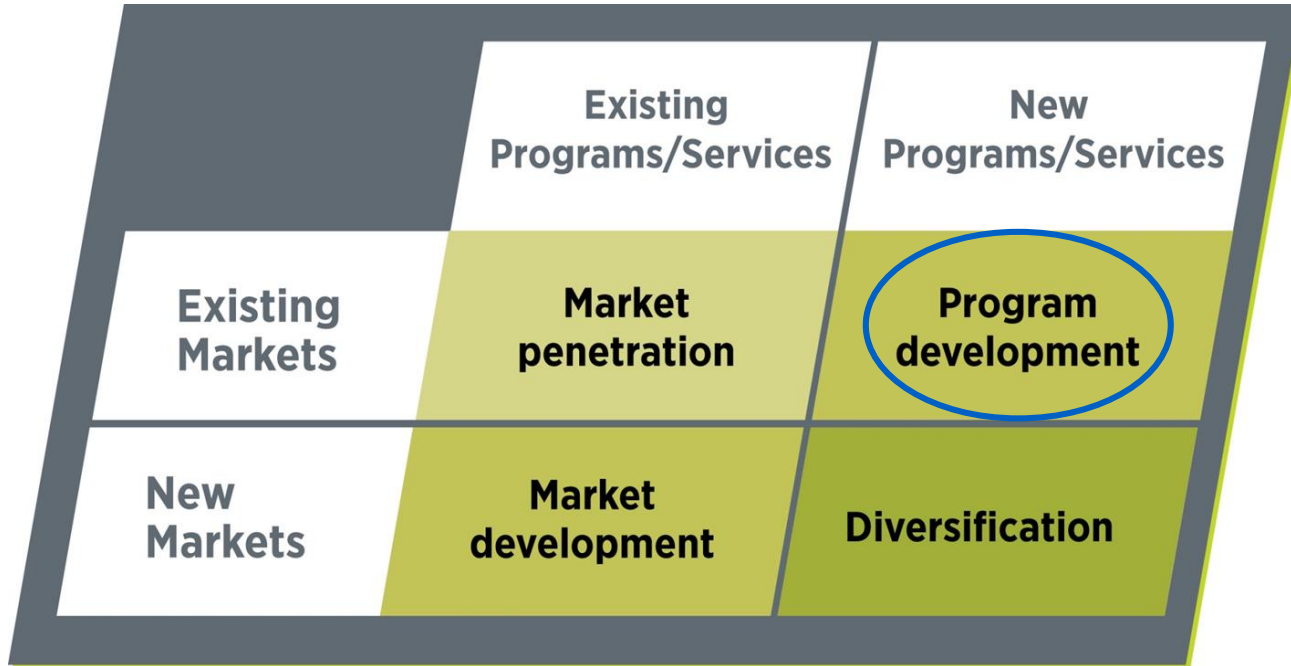
Pennsylvania State Participation Rate = 60.9%
Each percentage point of share = 32 students

Service area market share analysis

High School	Graduates	Total Attending Any College	Participation Rate	Total Attending Our College	Market Share
#1	178	94	52.8%	40	22.5%
#2	242	124	51.2%	53	21.9%
#3	136	69	50.7%	32	23.5%
#4	281	125	44.5%	39	13.9%
#5	128	59	46.1%	32	25%
#6	52	29	55.8%	16	30.8%
Total	1,017	500	49.2%	212	20.8%

Texas Participation Rate = 56.2%
 Each percentage point of share = 10 students

Growth Strategy Matrix: Ansoff's quadrants



Associate's Degrees Awarded by all Postsecondary Institutions

CIP Code	Description	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	Pct. Change over 5 years	Pct. Change over 1 year
52.0201	Business Administration and Management	45,584	49,978	50,323	53,041	53,338	17%	1%
30.0101	Biological and Physical Sciences	15,793	17,707	19,707	21,597	23,263	47%	8%
24.0103	Humanities/Humanistic Studies	13,521	15,040	15,953	16,785	17,893	32%	7%
43.0107	Criminal Justice/Police Science	12,613	13,275	13,436	13,639	14,208	13%	4%
45.0101	Social Sciences	10,798	11,495	11,493	11,682	11,929	10%	2%
42.0101	Psychology	4,462	5,816	7,196	8,369	10,244	130%	22%
51.0806	Physical Therapy Technician/Assistant	5,847	6,158	6,579	6,897	7,253	24%	5%
51.0911	Radiologic Technology/Science - Radiographer	5,462	5,629	5,801	6,053	6,218	14%	3%
51.0803	Occupational Therapist Assistant	3,846	4,300	4,436	4,863	5,086	32%	5%
11.0101	Computer and Information Sciences	4,252	4,233	4,693	4,749	4,943	16%	4%
19.0709	Child Care Provider/Assistant	4,605	4,356	4,500	4,570	4,813	5%	5%
26.0101	Biology/Biological Sciences	3,331	3,712	3,947	4,311	4,687	41%	9%
09.0101	Speech Communication and Rhetoric	1,502	2,113	2,680	3,538	4,234	182%	20%
40.0101	Physical Sciences	2,618	2,863	3,057	3,209	3,563	36%	11%
45.1101	Sociology	1,060	1,598	2,051	2,554	3,272	209%	28%
27.0101	Mathematics	1,502	1,769	2,120	2,667	2,993	99%	12%
51.1004	Clinical/Medical Laboratory Technician	2,824	3,032	3,176	2,896	2,942	4%	2%
14.0101	Engineering	2,035	2,155	2,422	2,654	2,832	39%	7%
48.0508	Welding Technology/Welder	1,802	1,839	2,078	2,377	2,731	52%	15%
47.0605	Diesel Mechanics Technology/Technician	2,552	2,766	2,769	2,697	2,711	6%	1%
51.0000	Health Services/Allied Health/Health Sciences	1,198	1,564	2,119	2,051	2,552	113%	24%

ROBERT C. DICKESON

Prioritizing Academic Programs and Services

Reallocating Resources
to Achieve Strategic Balance

REVISED AND UPDATED



Recommendations and observations

Observations and recommendations

1. Marketing and Recruitment

- Centralize marketing.
- Set clear realistic new student goals.
 - Identify key market segments for recruitment (e.g., HS, Young Adult, Adult, others) and goals with associated funnels for each.
- Purchase a Content Relationship Management (CRM) system to track all marketing and recruitment activities.
- Marketing should meet with the district office periodically to let them know what PC needs from the Web site.
- Prominently feature a Request for Information (RFI) on every page of the Web site. Who will respond to the RFI?
- Acquire and communicate with all HS juniors and seniors and *recruit their parents as well*.
 - How many HS Seniors at each school? What's PC's market share?
- Actively recruit dual enrolled students *and their parents*.
- Identify the top five feeder businesses.
- Run a report that shows the number of applications received by month so you can better manage the communication flow and admissions cycle. Do this for percent of enrolled as well.
- Develop a communication flow that includes and differentiates the major market segments, pre-seniors and parents.
- Assign accountability for the creation of an annual marketing and recruitment plan.

REQUEST INFO

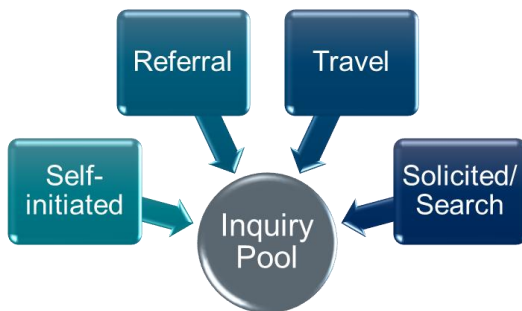
<input type="text" value="First name"/>	<input type="text" value="Last name"/>
---	--

I do not live in the U.S.

Common community college market segments

- High school students (dual/concurrent enrollment)
- Direct-from-high-school students
- Returning/re-entry adults (young and older)
- Honors program
- Out-of-district students
- Career/occupational technical students
- Reverse transfer students
- Continuing education (credit vs. non-credit, location of delivery)
- Business and industry (customized training)
- Certificates
- Veteran
- Underprepared
- International
- Ethnicity
- Athlete
- Trio
- By program
- In-seat vs. online vs. hybrid
- Campus site
- 15 week vs. 8 week vs. 4 week

Types of inquiries



- **Self-generated:**
 - Student-initiated phone call, email, transcript, application, in-person visit (“walk-in”), submission of test score or FAFSA
- **Travel-generated:**
 - High school visit, corporate visit, career fair, off-campus reception
- **Search-generated or solicited:**
 - Purchased or acquired name through direct mail or advertising – including digital and paid marketing
- **Referral-generated:**
 - Forwarded to recruitment by alumnus/ae, faculty, current student, former student, business

Five steps to annual recruitment and student success planning



Observations and recommendations

2. Student Success

- Assign accountability for Student Success Planning and create an annual plan.
 - Use the RNL Student Satisfaction Inventory or some other prioritization tool.
- Track the persistence/retention/graduation rates for all key market segments. Keep asking how one group performs versus another, e.g., for those who attend orientation vs. not; see an advisor prior to registration versus not.
- Formalize Student Success Seminar teacher training.
- Consider offering the Student Success Seminar to Dual students.
 - Include the difficult issues in the syllabus and ensure consistency in teaching and what is covered.
 - Survey students during the course to help identify who is at risk (or during orientation).
 - Formalize training for those who teach this course.
- Urge faculty to input grades immediately into the system so students and counselors can see who is at risk quickly.
- Consider packaging loans for second year students.

Purchasing power of Federal Pell Grant and Stafford Loan

Four-year public

PC = \$1,322 tuition/fees and 69% Pell Eligible
Max Sub Loan + Pell = \$9,695

Year	Maximum Pell	Maximum Stafford	Pell + Stafford	Average Tuition and Fees	P+S Tuition and Fees
2009-10	\$5,350	\$3,500*	\$8,850	\$7,020	126%
2010-11	\$5,550	\$3,500*	\$9,050	\$7,605	119%
2011-12	\$5,550	\$3,500*	\$9,050	\$8,244	110%
2012-13	\$5,550	\$3,500*	\$9,050	\$8,655	105%
2013-14	\$5,645	\$3,500*	\$9,145	\$8,893	103%
2014-15	\$5,730	\$3,500*	\$9,230	\$9,139	101%
2015-16	\$5,775	\$3,500*	\$9,275	\$9,410	99%
2016-17	\$5,815	\$3,500*	\$9,315	\$9,650	97%
2017-18	\$5,920	\$3,500*	\$9,420	\$9,970	94%
2019-20	\$6,195	\$3,500*	\$9,695	\$1,322	733%

* Dependent students eligible for \$2,000 unsubsidized Stafford Loan so long as parents were *not* denied a PLUS loan.



PC Financial Aid Scenarios

\$0 EFC

\$12,860 Cost of Attendance/Need

- \$6,195 Pell
- \$500 SEOG
- \$1,288 CA Promise
- \$1687 Cal Grant
- \$500 PC Promise Grant
- \$500 Completion Grant
- \$14,170 Total Award
- **100% Need Met**
- **100% Need Met with Gift Aid**
- **0% Discount**

\$7,000 EFC

\$5,860 Cost of Attendance/Need

- \$0 Pell
- \$0 SEOG
- ~~\$1,288 CA Promise~~ PC Waiver (poss.)
- \$0 Cal Grant
- \$500 PC Promise Grant
- \$0 Completion Grant
- \$1,788 Total Award
- **30.5% Need Met**
- **100% Need Met with Gift Aid**
- **0% Discount**

Public data shows substantial discounting activity

INSTITUTION TYPE	AVERAGE YIELD FOR FRESHMEN	AVERAGE OVERALL DISCOUNT RATE FOR FRESHMEN	AVERAGE TUITION AND FEE DISCOUNT RATE FOR FRESHMEN	AVERAGE OVERALL INCREASE IN NET REVENUE PER STUDENT	AVERAGE UNFUNDED INSTITUTIONAL GIFT AID PER STUDENT	AVERAGE PERCENT OF NEED MET	AVERAGE TUITION INCREASE
Private Institutions							
All Private	26.0%	41.6%	53.5%	1.1%	\$16,177	75.8%	3.9%
Small Private	27.3%	42.3%	54.4%	1.3%	\$16,308	76.4%	3.8%
Comprehensive/ Doctoral (Private)	21.5%	40.3%	52.1%	0.5%	\$15,598	74.5%	3.5%
Research (Private)	25.6%	38.3%	48.3%	0.4%	\$16,431	73.8%	3.2%
Public Institutions							
All Public	31.2%	16.6%	32.2%	3.7%	\$3,574	66.1%	3.1%
Public Resident	37.3%	13.5%	29.7%	4.2%	\$2,365	67.4%	3.2%
Public Non-Resident	22.3%	22.3%	37.3%	3.2%	\$6,746	60.8%	2.9%

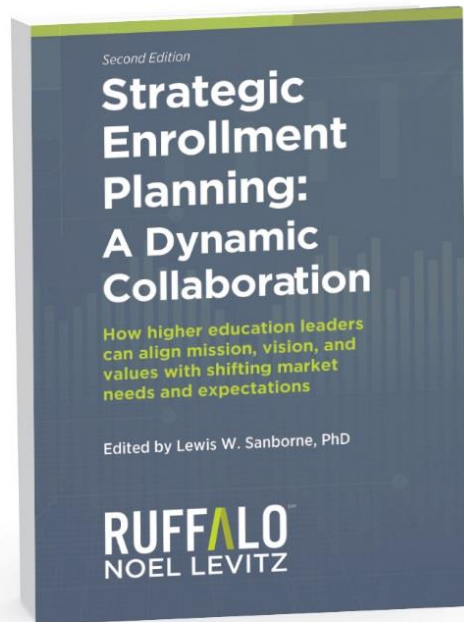


Observations and recommendations

3. Strategic Enrollment Management (SEM)

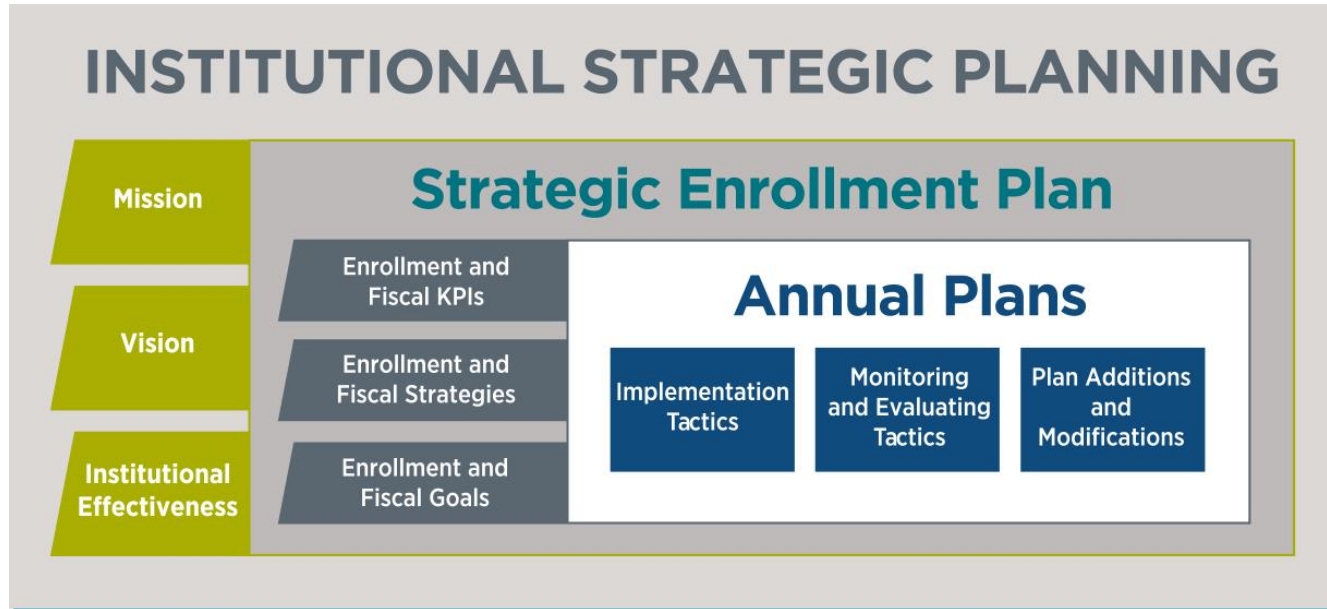
- Revisit the charge of the SEM team – this will help you clarify the topics you will address and who should be involved.
 - Meet seven to nine times each year for 90 minutes.
 - Always begin with a review of progress towards goals (data).
 - Review the progress on SEP implementation.
 - Share sub-committee priorities for the coming six to eight weeks (for communication and ideation/support).
 - Introduce new concepts in enrollment management.
 - Be a proactive as possible --- always forward thinking.
- Create a Strategic Enrollment Management Plan.
 - Research and data first: Does it help or hurt enrollment or neither?
 - Strategy discussion second: To exploit the positives and combat the negatives.
 - Prioritize strategies: Easy to do, high impact, low cost.
 - Set goals: Quantify the enrollment outcomes of the strategies received that received the highest priority score to establish the return on investment.
 - Fund the plan and begin implementation.

Strategic Enrollment Planning

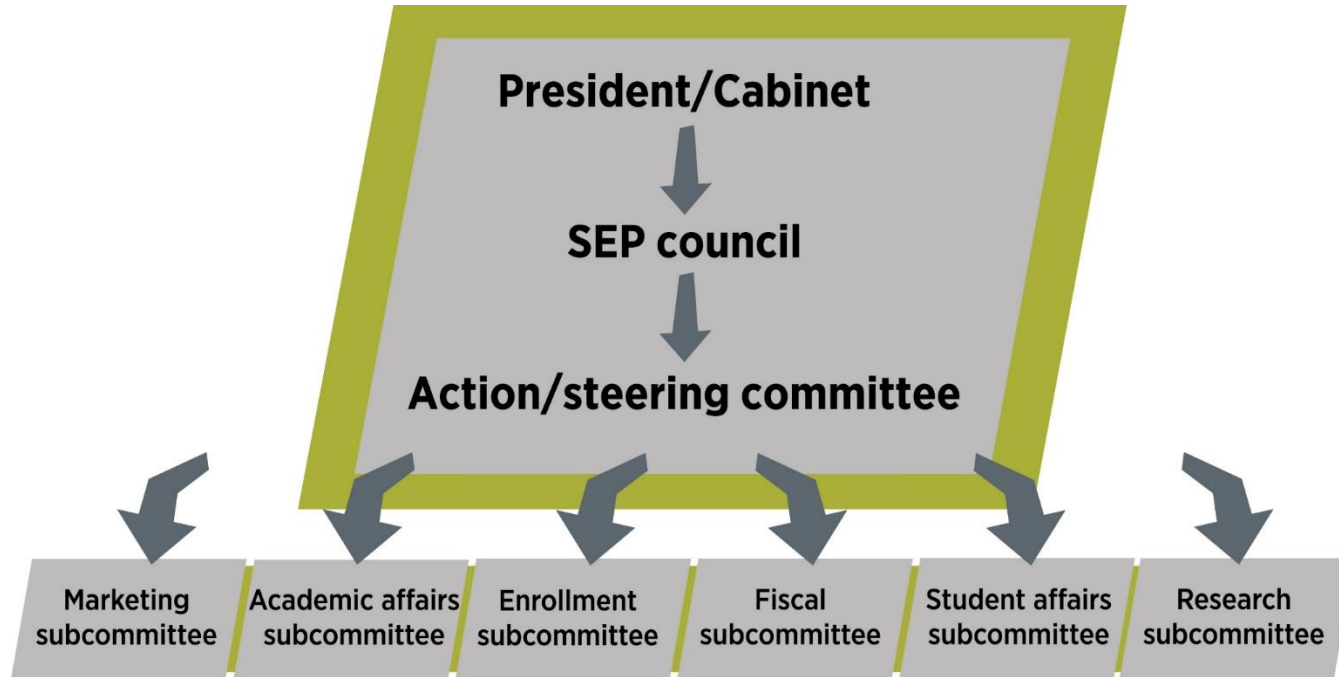


A complex and organized effort to connect mission, current state, and changing environment to institutional vision and long-term enrollment and fiscal health.

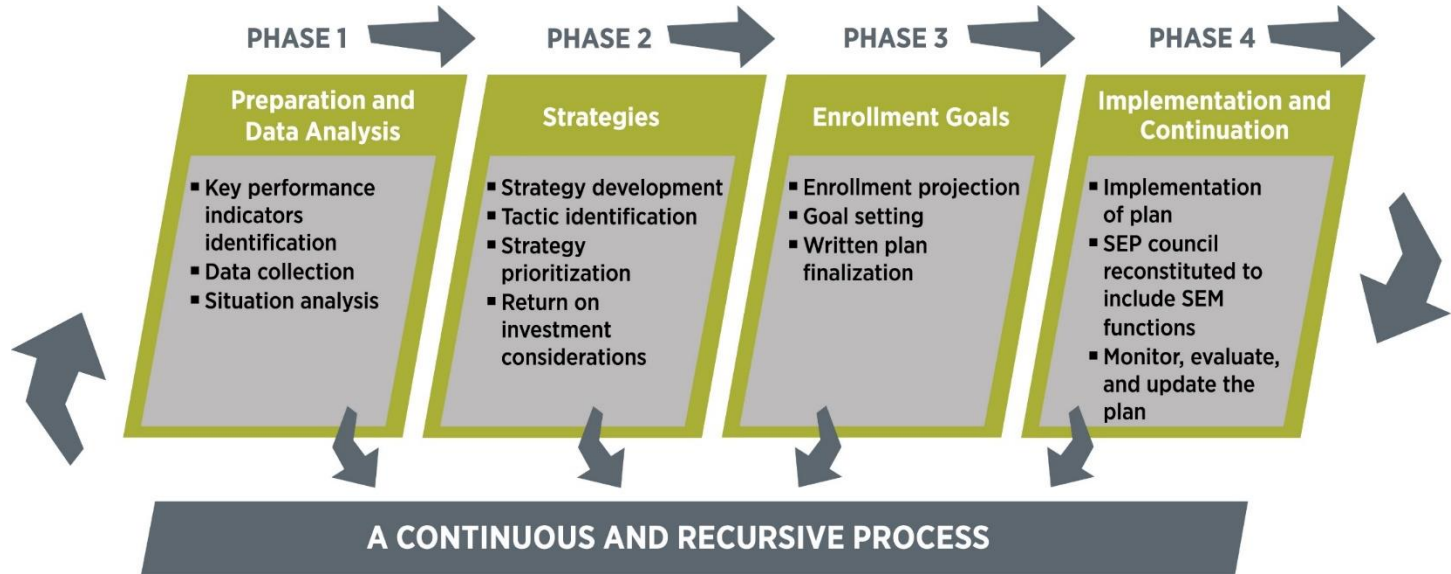
Organizing for Strategic Enrollment Planning



Organizing for Strategic Enrollment Planning

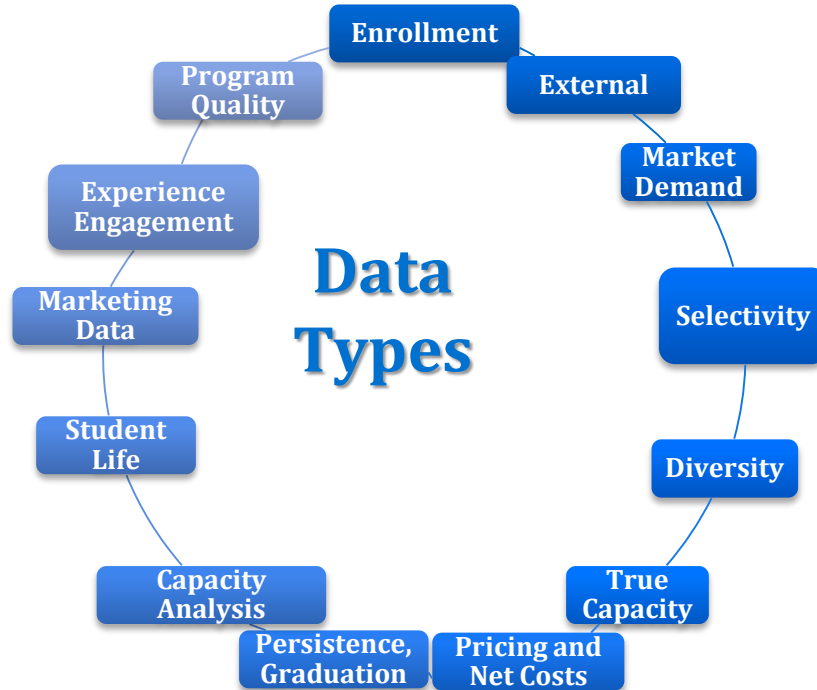


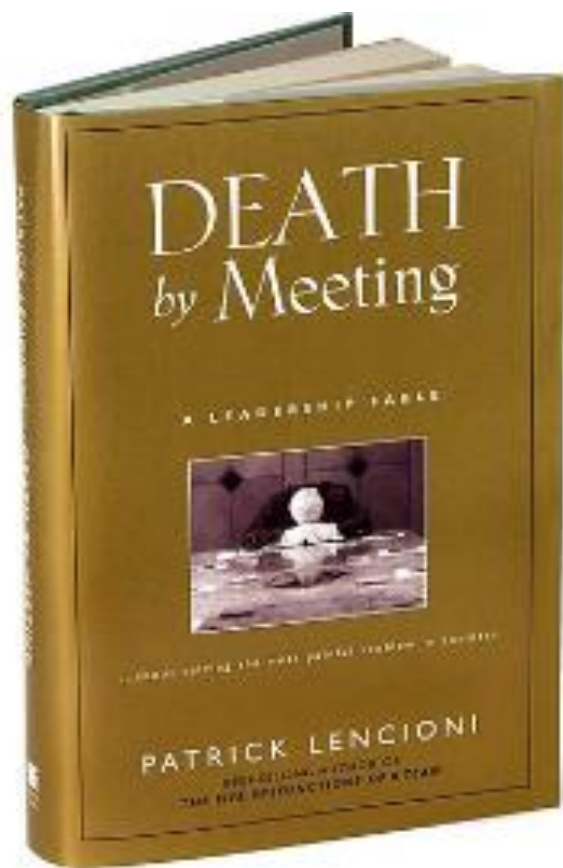
Strategic Enrollment Planning Phases



The institution's mission and data should drive the development and agreement of KPIs and strategies

I	High Impact
II	Medium
III	Low
A	Low Cost
B	Medium
C	High
1	Easy to implement
2	Medium
3	Hard





Why communication is so important!

“Institutions of higher education represent a variety of decentralized and differentiated disciplinary interests often linked together solely through the existence of a common heating or payroll system.”

Clark Kerr

First chancellor of the University of California, Berkeley
and twelfth president of the University of California



Questions and
discussion

Thank you

Craig Engel, Senior Vice President

800.876.1117

Craig.Engel@RuffaloNL.com





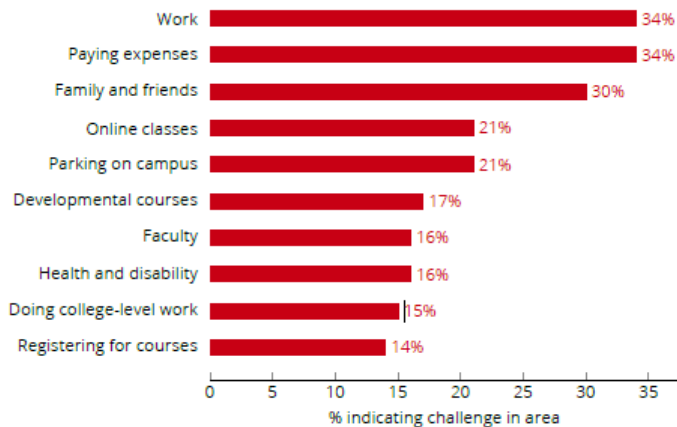
**WHAT CHALLENGES TO SUCCESS
DO COMMUNITY COLLEGE
STUDENTS FACE?**

January 2019

TOP TEN CHALLENGES TO SUCCESS

Our survey suggests that community college students encounter a number of obstacles to their success. Figure 3.1 presents the top ten areas where students experience challenges. Personal issues, such as balancing work, paying expenses, and meeting the demands of family and friends all present obstacles for a large percentage of community college students who responded to our survey. However, many students report obstacles in areas directly related to their academic experience, including online classes, parking on campus, developmental courses, faculty, doing college-level work, and registering for courses.

Figure 3.1 Top ten challenges to student success



Notes

Percentages do not sum to 100%, because respondents could choose more than one option. n = 6,079.

Table 3.1 Top five challenges: detailed responses

		<i>The 2,095 students choosing "work" reported:</i>	
Work	34% (n = 2,095)	Work hours do not leave time for study	61 %
		Pay not enough to cover expenses while in school	49 %
		Work schedule prevents campus resource use	36 %
		Work schedule conflicts with classes	35 %
		Work schedule not flexible during semester	26 %
		<i>The 2,055 students choosing "paying expenses" reported:</i>	
Paying expenses	34% (n = 2,055)	Living expenses	71 %
		Books, software, and other supplies	58 %
		Tuition and fees	55 %
		Childcare	11 %
		<i>The 1,844 students choosing "family and friends" reported:</i>	
Family and friends	30% (n = 1,844)	Difficulty balancing demands of family and college	72 %
		Difficulty dealing with health of family and friends	35 %
		Difficulty finding childcare	13 %
		Family does not support me going to college	11 %
		<i>The 1,295 students choosing "online classes" reported:</i>	
Online classes	21% (n = 1,295)	Difficulty learning material on my own	53 %
		Lack of interaction with faculty	44 %
		Difficulty keeping up because of no regular class times	38 %
		Difficulty using course technology	27 %
		Lack of interaction with other students	25 %
		<i>The 1,281 students choosing "parking on campus" reported:</i>	
Parking on campus	21% (n = 1,281)	Difficulty finding parking on or near campus	86 %
		Parking on or near campus is too expensive	10 %
		Difficulty getting parking pass	4 %



SEO Performance Opportunity
Porterville College

September 3, 2019

A group of people, including a woman with glasses and a man in a red and black plaid shirt, are gathered around a desk. They appear to be in a collaborative work environment, possibly a startup or a modern office. The woman in the center is smiling and looking at a laptop screen. The man is leaning over her, looking at the screen. There are various items on the desk, including a laptop, a smartphone, a glass of water, and some papers. The background is slightly blurred, showing a modern office interior with plants and a lamp. The text "Why SEO?" is overlaid in the center of the image in a white, sans-serif font.

Why SEO?

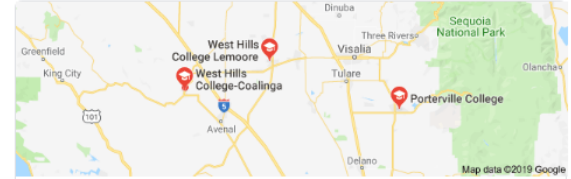
Search Engine Results Page







Organic
Search
Results



About 337,000,000 results (1.01 seconds)



- Porterville College**
4.5 ★★★★★ (26) - Community college
Porterville, CA - (559) 791-2200
Open - Closes 7PM
[WEBSITE](#) [DIRECTIONS](#)
 - West Hills College Lemoore**
3.4 ★★★★★ (21) - Community college
Lemoore, CA - (559) 925-3000
[WEBSITE](#) [DIRECTIONS](#)
 - West Hills College-Coalinga**
4.0 ★★★★★ (12) - Community college
Coalinga, CA - (559) 934-2000
[WEBSITE](#) [DIRECTIONS](#)
- [More places](#)

- ### 2-year colleges
- Near California
- [In-state](#) [In US](#) [Public](#) [Private, non-profit](#) [MORE FILTERS](#)
-  **Reedley College**
Reedley, CA
Public - 2-year
 -  **Fresno City College**
Fresno, CA
Public - 2-year
 -  **American River College**
Sacramento, CA
Public - 2-year
 -  **Cuesta College**
San Luis Obispo, CA

Web searches lead the way to your website

FACT: Nearly 9 out of 10 juniors and seniors found colleges through web search.
Other sources included:



- URL (**48%** seniors, **33%** juniors)
- Link from email (**48%** both)
- From print (**22%** both)
- Social media site (nearly **20%** combined)

Juniors in this study showed more interest in major-related searches and location than seniors in 2018 or juniors from the 2017 study.

Why Invest in SEO?

The Path from Google to Enrolled Student

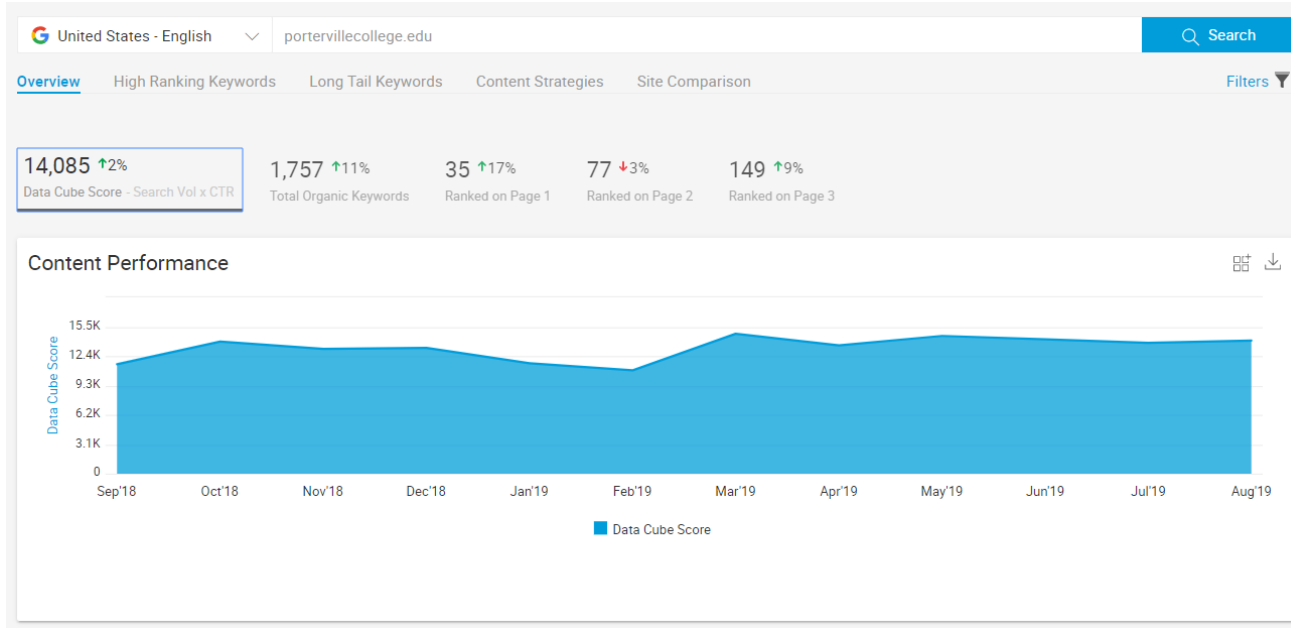


A group of students are gathered around a table, smiling and looking at a laptop screen. One student is pointing at the screen while others look on. The scene is brightly lit, suggesting a classroom or study area. The text is overlaid in white on a semi-transparent dark blue background.

Content
Performance
PortervilleCollege.
edu

Overall Visibility in Google Search

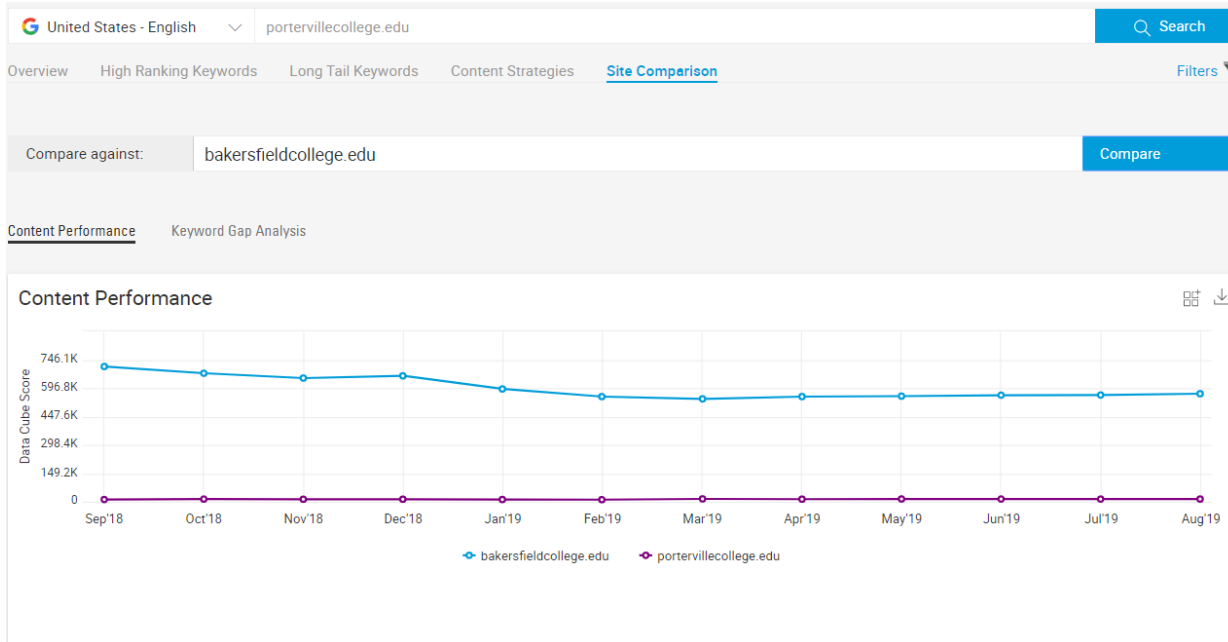
Organic performance over time



The Data Cube score represents the **number of ranked keyword phrases** multiplied by their **monthly search volume** and **average click-through rate** per position.

Overall SEO Performance Comparison

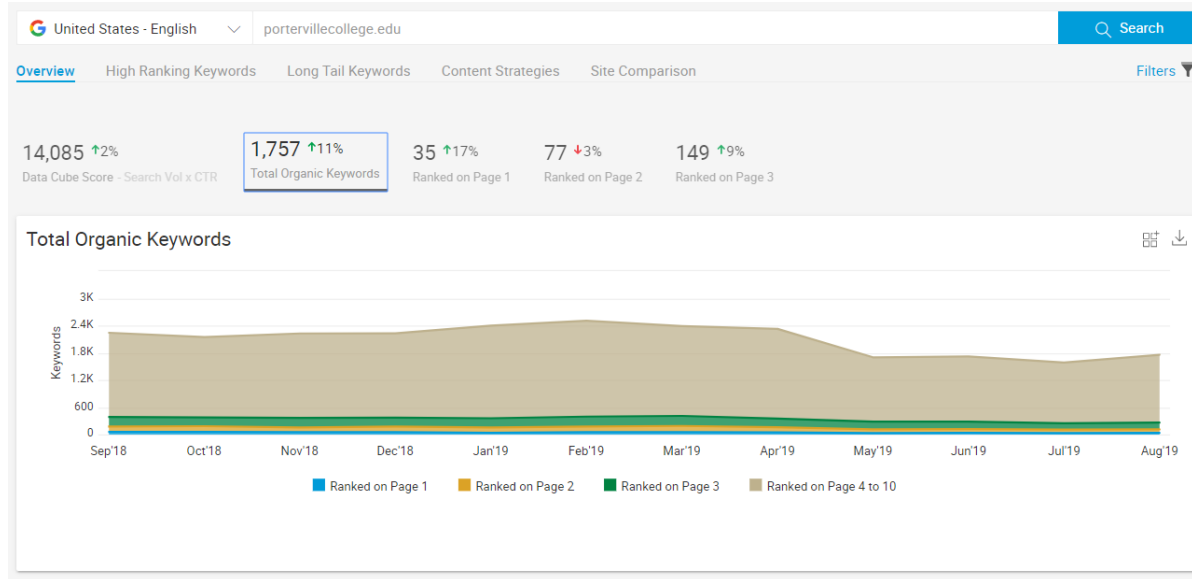
vs. *Bakersfield College*



Comparison of content performance overall vs. institution in the same market based on the **number of ranked keyword phrases**, **monthly search volume** and **average click-through rates per position**.

Total Organic Keywords:

Keywords ranking on Google pages 1, 2, 3, 4-10



The **sum of keyword phrases** on your website that are tracked in BrightEdge Data Cube and the relative number ranking on successive **Search Engine Results Pages (SERPs)**

Top Ranking Keyword Phrases:

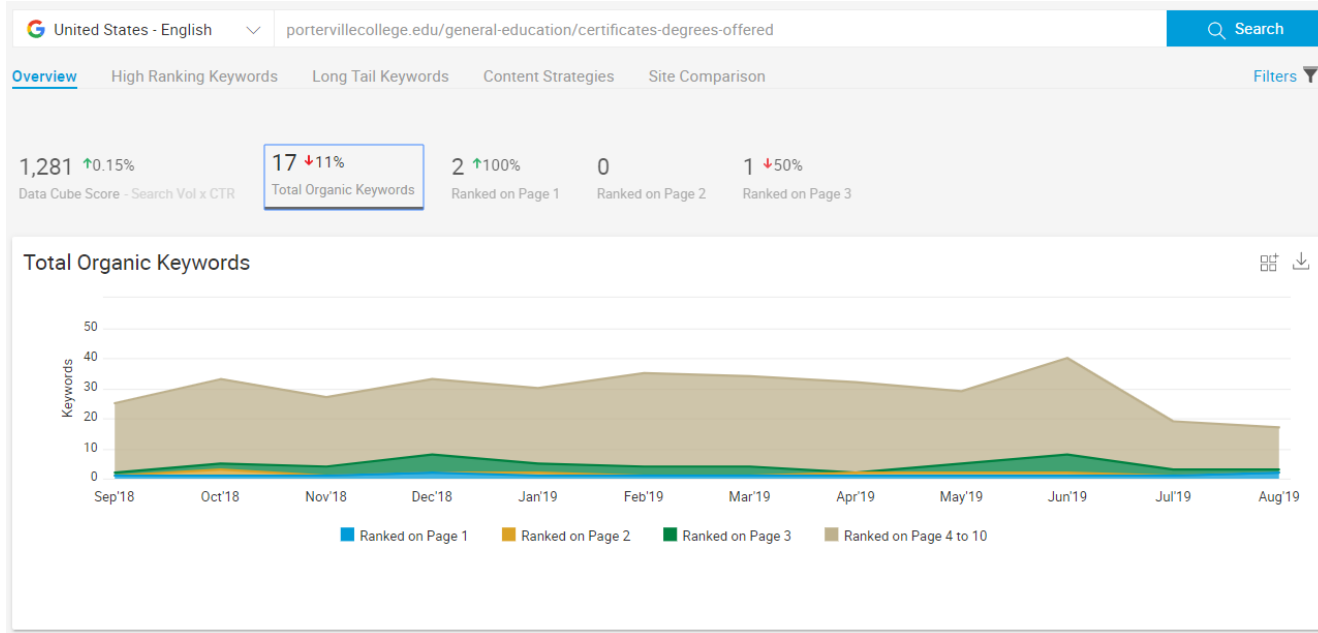
Top Ranking keyword phrases with search volume and url

Keyword	Blended Rank	Blended Rank Change	Page	Search Volume	Category
high school students	1	100 ▲	www.portervillecollege	1,900	Images
firefighter college	1	100 ▲	www.portervillecollege	480	Carousel
pc alert	2	No Change	www.portervillecollege	30	Regular Web Listing
cal fire basic academy 2019	4	No Change	www.portervillecollege	90	Regular Web Listing
mybanweb	4	1 ▲	www.portervillecollege	880	Regular Web Listing
mybanweb	5	1 ▲	www.portervillecollege	880	Regular Web Listing
cal fire basic academy 2019	5	No Change	www.portervillecollege	90	Regular Web Listing
wildland fire academy california	5	No Change	www.portervillecollege	70	Regular Web Listing
high school student	5	96 ▲	www.portervillecollege	1,900	Images
psychiatric technician schools in calif	6	95 ▲	www.portervillecollege	20	Local 3-Pack
community college california map	7	94 ▲	www.portervillecollege	480	Local 3-Pack
psych tech program fresno ca	7	1 ▼	www.portervillecollege	20	Regular Web Listing
how to present a powerpoint present	7	94 ▲	www.portervillecollege	30	Regular Web Listing
cal fire academy	8	10 ▲	www.portervillecollege	320	Regular Web Listing
wildland fire academy	8	93 ▲	www.portervillecollege	210	Regular Web Listing
wildland fire training california	9	1 ▲	www.portervillecollege	40	Regular Web Listing
child development associate teacher	9	92 ▲	www.portervillecollege	90	Regular Web Listing
bakersfield college cpr class	9	No Change	www.portervillecollege	20	Regular Web Listing
pc college	9	92 ▲	www.portervillecollege	1,300	Images
pc college	9	92 ▲	www.portervillecollege	1,300	Images
pconline classes	10	91 ▲	www.portervillecollege	390	Images

The **Non-Brand keyword phrases** (those that do not include institution name or a variant) ranking in top positions on Google.

Keyword Rankings for Academic Pages

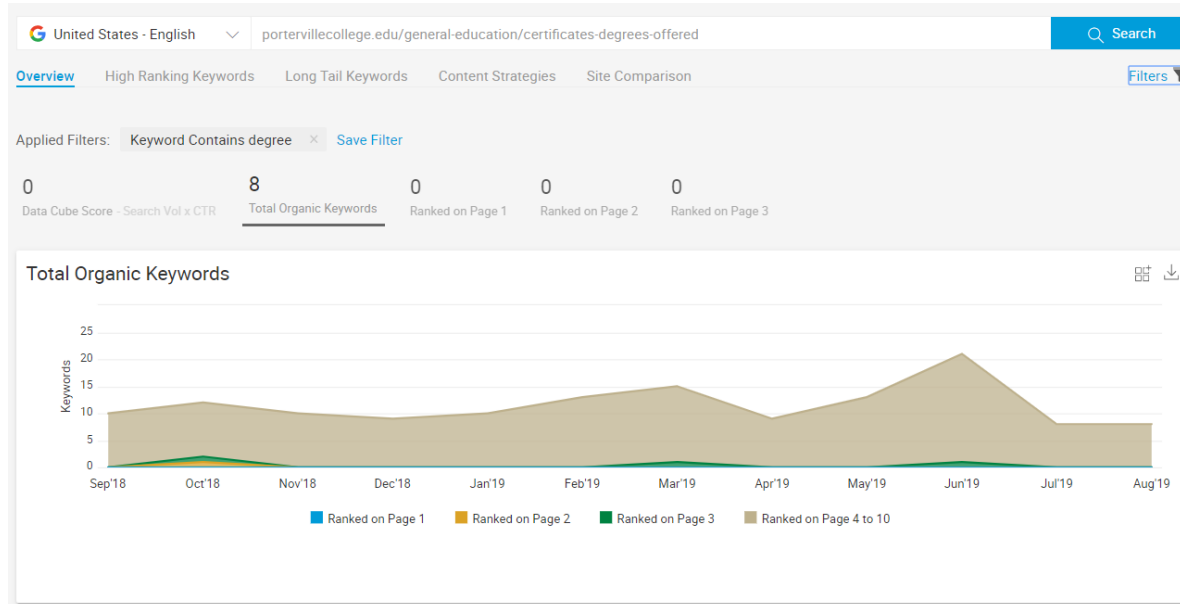
Keywords ranking on Google pages 1, 2, 3, 4-10



The **sum of keyword phrases on academic program pages** that are tracked in BrightEdge Data Cube and the relative number ranking on successive **Search Engine Results Pages (SERPs)**

Rankings for Academic Keyword Phrases

Number ranking on results pages 1, 2, 3, 4-10



The **sum of keyword phrases** that include the term “**degree**” that are tracked in BrightEdge Data Cube and the relative number ranking on successive **Search Engine Results Pages (SERPs)**

A group of people in a meeting discussing organic search results. The image shows three individuals in a professional setting, likely a meeting or collaborative work environment. One person is standing and pointing at a laptop screen, while two others are seated at a table, looking at the screen and taking notes. The scene is overlaid with a semi-transparent dark blue filter, and the text "Improving Organic Search Results" is centered in white. The background includes a laptop, a smartphone, a glass of water, and some papers on the table.

Improving Organic Search Results

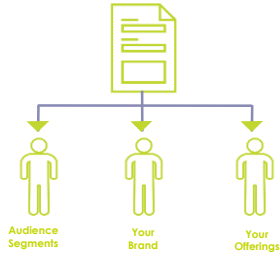
Optimize Your *Product* Content: Program of Study Landing Pages

- Focus on program benefits and outcomes
- Include relevant search concepts and phrases
- Optimize headings, subheadings, title tag and image tags
- Compelling meta description
- Clear calls to action and enrollment engagement

The screenshot shows the LSUS Computer Science program landing page. The header includes navigation links for 'Current Students', 'Faculty/Staff', 'Athletics', 'Giving', 'Alumni', 'Community', and 'Quick Links'. The main navigation menu lists 'Why LSUS?', 'Academics', 'Admissions', 'Costs and Aid', 'Student Life', 'Online', and 'Life after LSUS'. The hero section features a student in a server room with the text 'Computer Science' and 'iStock by Getty Images'. Below the hero is a breadcrumb trail: 'Home > Academics > Undergraduate Programs > Computer Science'. The main content area has a title 'Computer Science' and a subtitle 'Bachelor of Science Degree (B.S.)'. A call-to-action box contains three buttons: 'Apply Today', 'Request Info', and 'Visit Campus'. The page also includes sections for 'Degree Type', 'Program Length', 'Availability', 'Concentrations', and 'View Curriculum'. Related programs listed are 'Digital Arts' and 'General Business Administration'.

Content Development Process

Research



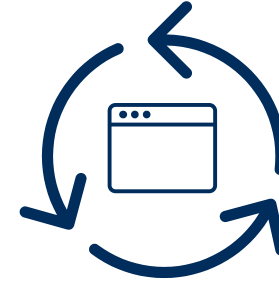
- Research the keywords and topics that prospective students are searching related to your programs and offerings.
- Interview campus stakeholders to identify unique program benefits.

Write



- Interview campus stakeholders to identify unique program benefits.
- Prioritize technical and on-page performance fixes.

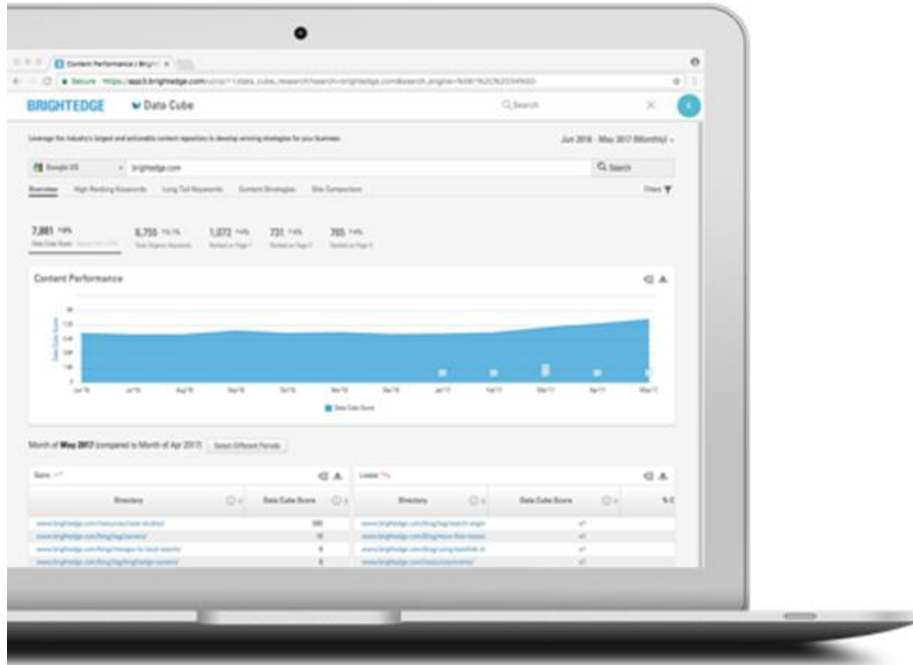
Monitoring SEO Performance



- Demonstrate results of content investments based on SERP rankings, competitive comparisons, page entrances, and conversions.

Leveraging BrightEdge SEO Management Platform

Dynamic Search Engine Optimization



BRIGHTEDGE

- Assess SEO performance
- Monitor competitors
- Spot and respond to search trends
- Prioritize areas for website and content performance improvements
- Demonstrate results of SEO investments

A group of people in a meeting looking at a laptop screen. The image is dimmed and has a blue tint. The text 'RNL SEO Results' is overlaid in the center.

RNL SEO Results

SEO Success Metrics

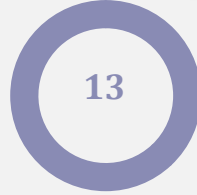
1. Increase in **number** of keywords for which your website is ranking
2. Higher **rankings** in search engine results for keywords and concepts associated with your programs
3. More page **entrances** originating from organic search
4. More **conversions** (inquiries, visits, etc.) originating from organic search

Success stories

CALIFORNIA UNIVERSITY OF PENNSYLVANIA **CAL U**



Pages of SEO optimized content created



Analysis of 13 unique market segments to determine motivations and engagement strategies



SEO content cluster to create signals for key thematic SEO topics

Cal U partnered with RNL Digital Marketing Services

For a comprehensive web redevelopment project which included IA, SEO content development, web analytics



207%

In degree-related phrases ranking on page 1



28%

In entrances from organic search



97%

Increase in website request for information