



INSTITUTIONAL TRANSFORMATION ADVISORY GROUP MEETING 4/29/21

Marketing &
Enrollment
Assessment:
Initial Findings

STRATEGIC ENROLLMENT MANAGEMENT

Internal Capabilities Analysis

FINDINGS: STRATEGIC ENROLLMENT MANAGEMENT

- There is a Strategic Enrollment Management Committee that is meeting frequently to discuss admissions, marketing, retention, advising, and student services initiatives. Meetings are geared toward projects mainly.
- There is no regular, consistent method for monitoring and reviewing enrollment data as a team (e.g., weekly admit numbers, marketing ROI and campaign results, next steps, etc.).
- The Strategic Enrollment Management Plan does not have clear goals and measurable objectives.
 - No KPIs and operating plans by functional area (e.g., marketing plan, recruiting plan) that cascade from the SEM plan
 - No clear understanding of the institution's enrollment, marketing, financial aid, and student success high-level strategies are

RECOMMENDATIONS: STRATEGIC ENROLLMENT MANAGEMENT

- Review SEM team objectives and mission to align with actionable management of the enrollment funnel on a regular basis
- Establish reporting mechanisms to help make decisions that allow for regular monitoring
- Divide meetings between strategic oversight of SEM plan and monitoring versus action planning that flows from SEM plan

ADMISSIONS AND RECRUITING

Internal Capabilities Analysis

RECRUITING & ADMISSIONS

- In last three years, recruiting and admissions has integrated with additional enrollment offices and created a one-stop enrollment shop, in alignment with best practices, to provide ease of access for students
- With staffing reductions in registration and records as well as recruiting and admissions, the Enrollment Services team has made significant investments in technology to offset staffing loss and ensure a student-centric experience
- As a result, Enrollment Services focused on these investments, which has not allowed it to focus on higher level, strategic priorities with enrollment and marketing

ADMISSIONS & RECRUITING

Capabilities & Strengths

Strategy & Planning

- Engagement of interested faculty and staff across campus in recruiting and admissions activity
- Engaging in broader oversight of enrollment management through Strategic Enrollment Management group
- Creation of one-stop shop with admissions, registration and records, and financial aid
- Intentional communications calendar and planning

People

- Interest in campus-wide approach to enrollment management
- Staff deeply committed to mission of Northwest College, especially in face of reductions in staff
- Cross-training on College's other enrollment functional areas with one-stop shop move

Processes

- Continued improvement in student onboarding processes (automation of records, new student registration, planning)
- Maintaining response management to prospective students with limited staff (phone, text, email, direct mail, chatbot)

Technology & Data

- Approach to using technology that meets prospective student expectations
- Increase in investment in technology (CRM, student planner, chatbot, texting communications, document imaging and workflow processing)

ADMISSIONS & RECRUITING

Findings & Opportunities

Strategy & Planning

- No formalized recruiting plan that cascades from Strategic Enrollment Management plan
- Recent efforts to incorporate targets & goals, but not formalized for recruiting staff
- Lack of clarity into enrollment funnel metrics

People

- Understaffed office (benchmark average is 4.5 FTEs for size and institution type per AACRAO)
- Staff is newly tenured in admissions

Processes

- Need for ability to prioritize prospect pool and communication/outreach (e.g., follow-up for incomplete applications)
- Need for defined strategy & process between marketing and admissions in lead generation & lead nurturing (inquiries, events, college fairs, social media campaigns, landing pages)
- No virtual events or open houses held for prospective students as a lead generation tool

Technology & Data

- Data structured in CRM system not optimal to prioritize/classify prospects in enrollment funnel

ADMISSIONS & RECRUITING

Short-Term Recommendations

Strategy & Planning

- Developing annual recruitment plan that creates focus on key student markets and specific strategies to reach these markets (e.g., out-of-state, first generation, adult learner, etc.)
- Establishing goals and targets for recruiting/admissions on an annual/semi-annual basis

People

- Collaborate with marketing to train admissions team on stages of enrollment funnel and how each stage is connect to their roles and responsibilities

Processes

- Audit communications workflows and align follow-up according to stages in the enrollment funnel (e.g., when a student starts but does not complete an application, when an application file is incomplete, etc.)
- Launch open houses, information sessions, or related virtual events and collaborating with marketing to push advertising and promotion of these events

Technology & Data

- Continue with CRM implementation, but with a clear focus on building funnel metrics and reporting

ADMISSIONS & RECRUITING

Long-Term Recommendations

Strategy & Planning

- Establish outcome metrics, once CRM is implemented, that allows the office to measure its effectiveness and deprioritize tasks or programs that are not effective
- Establish an Ed2B (or B2B) partnership plan that provides strategy for recruiting from employers and businesses

People

- Continue to provide long-term communications and recruitment strategy training

Processes

- Review processes from inquiry to first term with particular attention and focus paid on lead generation; this process review should be cross-functional engaging several campus stakeholders

Technology & Data

- Continue to ramp up CRM implementation through improved data collection procedures, enhanced reporting and analytics, and robust workflows that support admissions and onboarding; ensure that there is someone identified with responsibility to oversee this work

MARKETING AND COMMUNICATIONS

Internal Capabilities Analysis

MARKETING & COMMUNICATIONS

- Formerly the College Relations Office, marketing and communications historical scope included marketing, communications, legislative relations, and alumni relations
- The historical model of marketing primarily centered on a combination of communications and advertising to serve marketing needs
- The marketing and communications office has invested more time in focusing in on marketing as a key leverage point, but the maturity of the marketing as a practice is new and staff are increasing the maturity of the Office

MARKETING & COMMUNICATIONS

Capabilities & Strengths

Strategy & Planning	<ul style="list-style-type: none"> ▪ Strong approach to branding and identity management ▪ Increasing investment in digital advertising and campaigns ▪ Strong capability and emphasis in communications and key messaging
People	<ul style="list-style-type: none"> ▪ Staff care deeply about the College, have a strong working knowledge of higher education trends, and are creative in design and messaging ▪ Staff are willing to experiment (e.g., digital advertising) to identify opportunities for new channels and media that will attract students ▪ Outsourcing of communications tasks that are not a high priority
Processes	<ul style="list-style-type: none"> ▪ Strong project management, creative, and design management processes that reuse content when available, prioritize projects, and ensure efficiency and timeliness of deliverables
Technology & Data	<ul style="list-style-type: none"> ▪ Use and knowledge of digital platforms and channels for advertising and communications (social media, website, Google, etc.) ▪ Regular monitoring of website analytics and performance of website over time

MARKETING & COMMUNICATIONS

Findings & Opportunities

Strategy & Planning

- No overall marketing plan that cascades from SEM plan and connects to campaign management
- Smaller marketing spend compared to peer institutions
- Traditional advertising spend on billboards

People

- Large workload for staff with enrollment marketing, public relations, web management, crisis communications, project management given staffing size
- Very strong capabilities in writing and design, but need for guidance on marketing strategy and analytics

Processes

- Need for marketing planning and strategy development processes that emphasize regular cycles of situation analyses and analytics review, defining target audiences, setting goals, assemble marketing mix, and results monitoring and implementation controls.
- Need for clarity on cross-functional lead generation and lead cultivation processes between admissions and marketing

Technology & Data

- Website is outdated and will require updates
- Unclear understanding about marketing's role in use of CRM and monitoring of the enrollment funnel, especially top-of-funnel and middle-of-funnel management

MARKETING & COMMUNICATIONS

Short-Term Recommendations

Strategy & Planning

- Develop and package current initiatives into marketing campaigns with clear outcomes and goals
- Consider shifting advertising channels to digital and social media without making extensive investments until the enrollment funnel is realigned and developed
- Use social media advertising to drive traffic to future information sessions and open houses with call-to-action for registration or interest in attending
- Eliminate billboard media buying and shift resources to digital channels

People

- Engage staff in marketing strategy and analysis training/coaching

Processes

- Build communication matrix between marketing and recruiting/admissions to delineate their roles in the enrollment management funnel

Technology & Data

- Complete a web audit and consider renaming TrapperBot
- Map web pages that are marketing priorities and map content to enrollment funnel

MARKETING & COMMUNICATIONS

Long-Term Recommendations

Strategy & Planning

- Shift more focus on social media advertising over the long-term in response to University of Wyoming's increasing digital spend with ads

People

- Consider hire of a business analyst either in the office or elsewhere in the organization (e.g., IT) with responsibility for workflows and data analysis

Processes

- Develop persona-based approach and implement in communications workflows that start from inquiry through the student enrollment lifecycle (admissions, registration, onboarding, etc.)
- With training, establish processes for marketing strategy and campaign analysis that occur on regular cadences and are shared across the SEM team to socialize the practice of marketing in overall enrollment management practices

Technology & Data

- Continue to ramp up CRM implementation through improved data collection procedures, enhanced reporting and analytics, and robust workflows that support admissions and onboarding; ensure that there is someone identified with responsibility to oversee this work

ENROLLMENT TREND DATA

Hands On Activity

FALL 2011 – FALL 2020 ENROLLMENT FUNNEL DATA

	11/FA	12/FA	13/FA	14/FA	15/FA	16/FA	17/FA	18/FA	19/FA	20/FA
Inquiries	4158	4321						2963	2567	2382
Incomplete Applications								126	160	108
Applicants	1525	1537	1477	1506	1302	1337	1352	1233	1126	972
Admits	817	774	694	642	577	698	619	531	506	517
% Admits of Applicants	53.60%	50.40%	47.00%	42.60%	44.30%	52.20%	45.80%	43.10%	44.90%	53.20%
Enrolled at End of Start Term	720	694	622	587	535	617	559	469	446	446
% Enrolled of Admits	88.10%	89.70%	89.60%	91.40%	92.70%	88.40%	90.30%	88.30%	88.10%	86.30%
% Enrolled of Applicants	47.20%	45.20%	42.10%	39.00%	41.10%	46.10%	41.30%	38.00%	39.60%	45.90%

APPLICATION-TO-ENROLLMENT RATE BY GENDER, PROGRAM OF INTEREST, AND AGE

Gender	2017-2019	2018-2020	2019-2021
Overall	50.7%	49.7%	48.7%
Female	49.1%	48.2%	47.5%
Male	52.9%	51.9%	50.6%

Program of Interest	2017-2019	2018-2020	2019-2021
Overall	50.7%	49.7%	48.7%
CTE	48.5%	46.8%	45.6%
Transfer	51.4%	50.2%	49.5%

Age	2017-2019	2018-2020	2019-2021
Overall	50.7%	49.7%	48.7%
Adult Learner	50.2%	50.7%	48.2%
Traditional	51.2%	49.6%	49.1%

Source(s): Northwest College Internal Applicant Data. Represents three-year average to control for volatility and variability in student populations.

APPLICATION-TO-ENROLLMENT RATE BY RACE/ETHNICITY

Race/Ethnicity	2017-2019	2018-2020	2019-2021
Overall	50.7%	49.7%	48.7%
Hispanic	47.1%	47.2%	46.3%
Two or More Races	49.7%	45.8%	42.6%
Black/African American	20.6%	22.3%	28.2%
American Indian/Native American	34.7%	26.3%	27.7%
Non-Resident Alien	77.2%	69.8%	81.0%

Source(s): Northwest College Internal Applicant Data. Represents three-year average to control for volatility and variability in student populations. Black/African American students have experienced an increase for two reasons: a) a larger number of AA applicants were erroneously applying to NWC instead of Northwest Mississippi Community College. That number has decreased. B) NWC's pool of AA applicants has also increased as well.

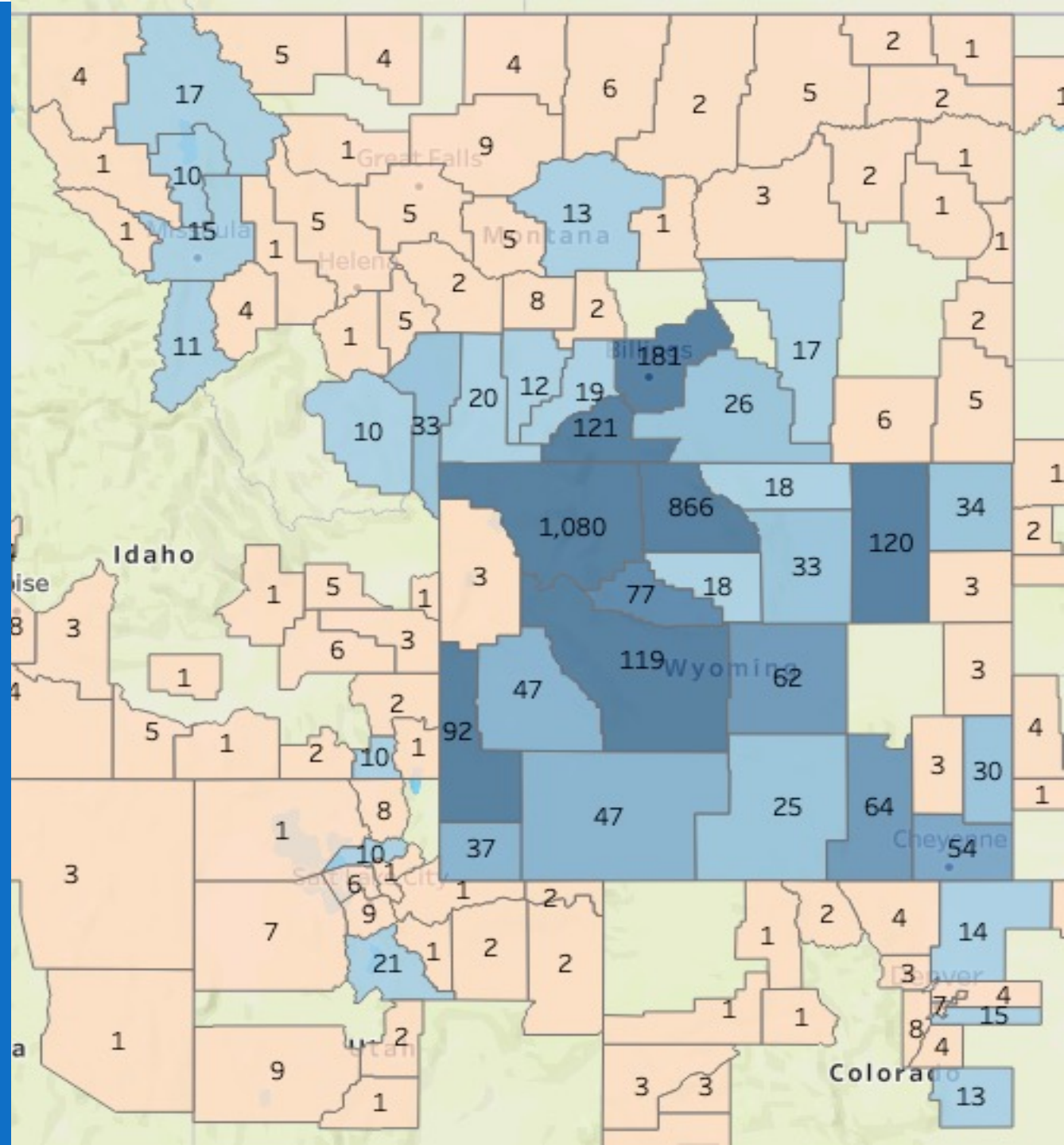
APPLICATION-TO-ENROLLMENT RATE BY 5 STATES WITH LARGEST APPLICANT POOL

	2017-2019	2018-2020	2019-2021
Montana	38.8%	33.9%	32.3%
Idaho	47.1%	33.6%	37.4%
Colorado	31.3%	39.6%	43.2%
Utah	50.4%	58.0%	58.9%
California	19.1%	11.5%	12.6%

Source(s): Northwest College Internal Applicant Data. Represents three-year average to control for volatility and variability in student populations.

DISTRIBUTION OF OVERALL APPLICANT POOL

- Represents location of applicants for Northwest College by county.
- Park and Big Horn counties represent largest source of applications followed by Carbon County, MT and Yellowstone County, MT.
- Other key sources of applications include Campbell, Fremont, and Lincoln counties.
- Outlying areas of applications include Missoula, Bozeman, Twin Falls (ID), Salt Lake City, and Denver Metro areas.



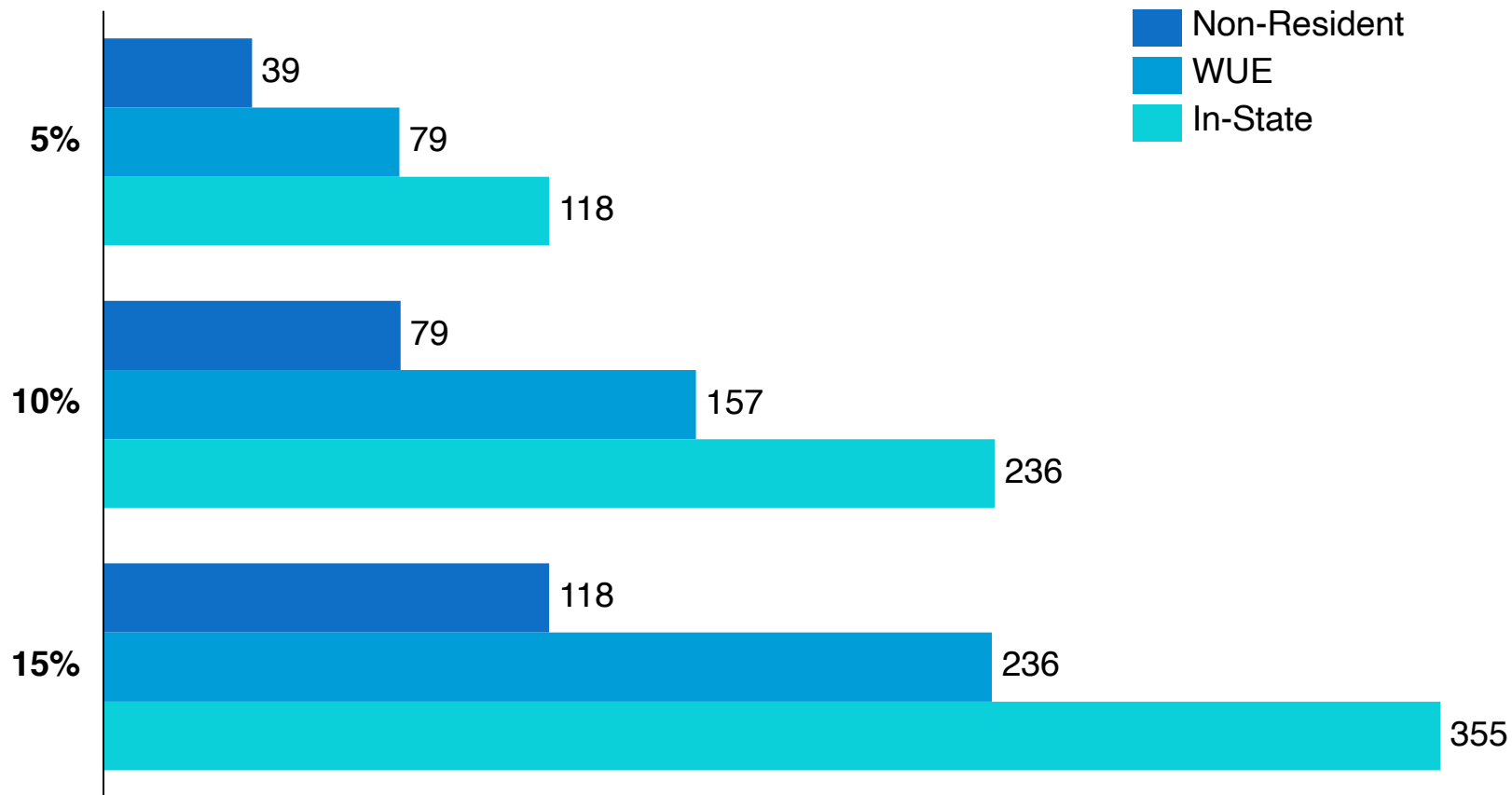
WHO HAS INCREASED THEIR SHARE OF NWC'S APPLICATIONS IN LAST 5 YEARS?

College Name	2016-17	2017-18	2018-19	2019-20	2020-21	Percentage Point Change
WESTERN WYOMING COMMUNITY COLLEGE	4.6%	7.4%	7.4%	11.1%	8.7%	4.1%
MONTANA STATE UNIVERSITY-BILLINGS	5.8%	8.3%	8.5%	7.6%	9.1%	3.3%
CENTRAL WYOMING COLLEGE	2.9%	4.7%	6.0%	4.5%	6.1%	3.2%
NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT	5.4%	8.0%	5.2%	7.9%	8.1%	2.7%
COLLEGE OF SOUTHERN IDAHO	0.2%	0.8%	0.9%	1.3%	1.6%	1.4%
UTAH VALLEY UNIVERSITY	0.9%	1.0%	1.2%	1.0%	2.2%	1.3%
DAWSON COMMUNITY COLLEGE	0.3%	0.6%	0.9%	1.0%	1.6%	1.2%
UTAH STATE UNIVERSITY	1.5%	1.1%	1.1%	1.8%	2.6%	1.1%
COLLEGE OF WESTERN IDAHO	0.1%	0.7%	0.1%	1.0%	1.0%	0.9%

Source(s): National Student Clearinghouse Data, 2021. The percentages represent the percent of applicants who attended the list college against the total applicant pool. This list represents the largest institutions by the increase in the share of students they have attracted.

ILLUSTRATING REVENUE IMPACT OF ADDITIONAL STUDENTS

Number of Additional FTE Students Required to Increase Tuition Revenue by 5, 10, and 15%



- This chart reflects a preliminary illustration of what anticipated additional FTE students would be required to increase tuition and fee revenue.
- This illustration helps to provide an “order of magnitude” check that helps to determine what it would take to make a difference in the College’s overall revenue.
- The WCCC decides and sets tuition policy for community colleges. NWC’s future strategy and vision must work within these constraints for now.
- A 5% increase represents an additional ~\$150k, 10% equals ~\$300k, and 15% equals ~\$450k in additional revenue.

FOR ILLUSTRATIVE PURPOSES ONLY. Note: Assuming no increase in tuition in future years. Assumed credit hour costs equals \$105 for Wyoming Residents, \$158 for WUE students, and \$315 for non-resident students. The base dollar amount is \$2,979,534 (from audited financial statements for 2020 of tuition and fees (net allowance of scholarships)). This does not factor calculation of fees apart from tuition or scholarship dollars used to cover the cost of per credit tuition fees (33% of total revenue).

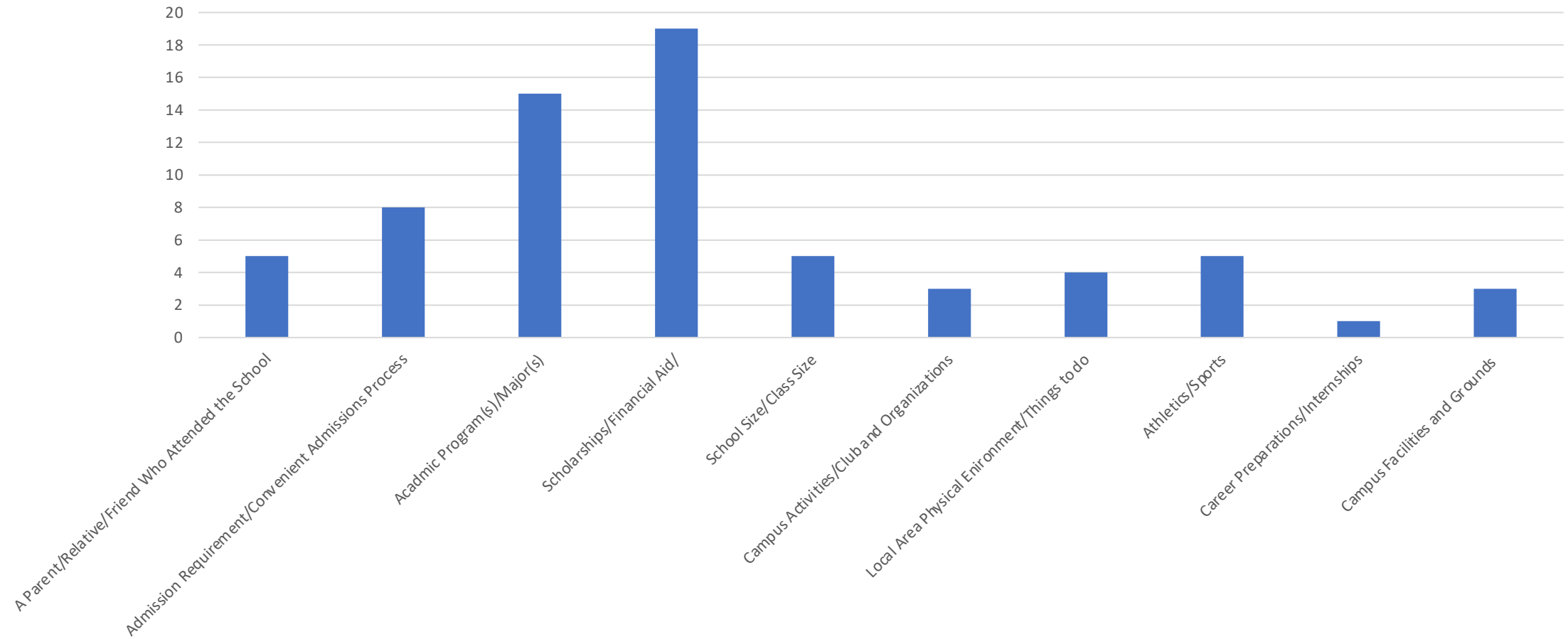
DEVELOPING A STRATEGY: SMALL GROUP DISCUSSION QUESTIONS

1. What questions or insights do these data raise for you?
2. What is your desired outcome?
3. What does success look like 3 years from now? Can you put a number on that?
4. What strategies are most likely to result in the achievement of success?
5. What are your first 3 action items, and who will own these?
6. What is the expected completion date for each action item?
7. Who will ensure accountability?

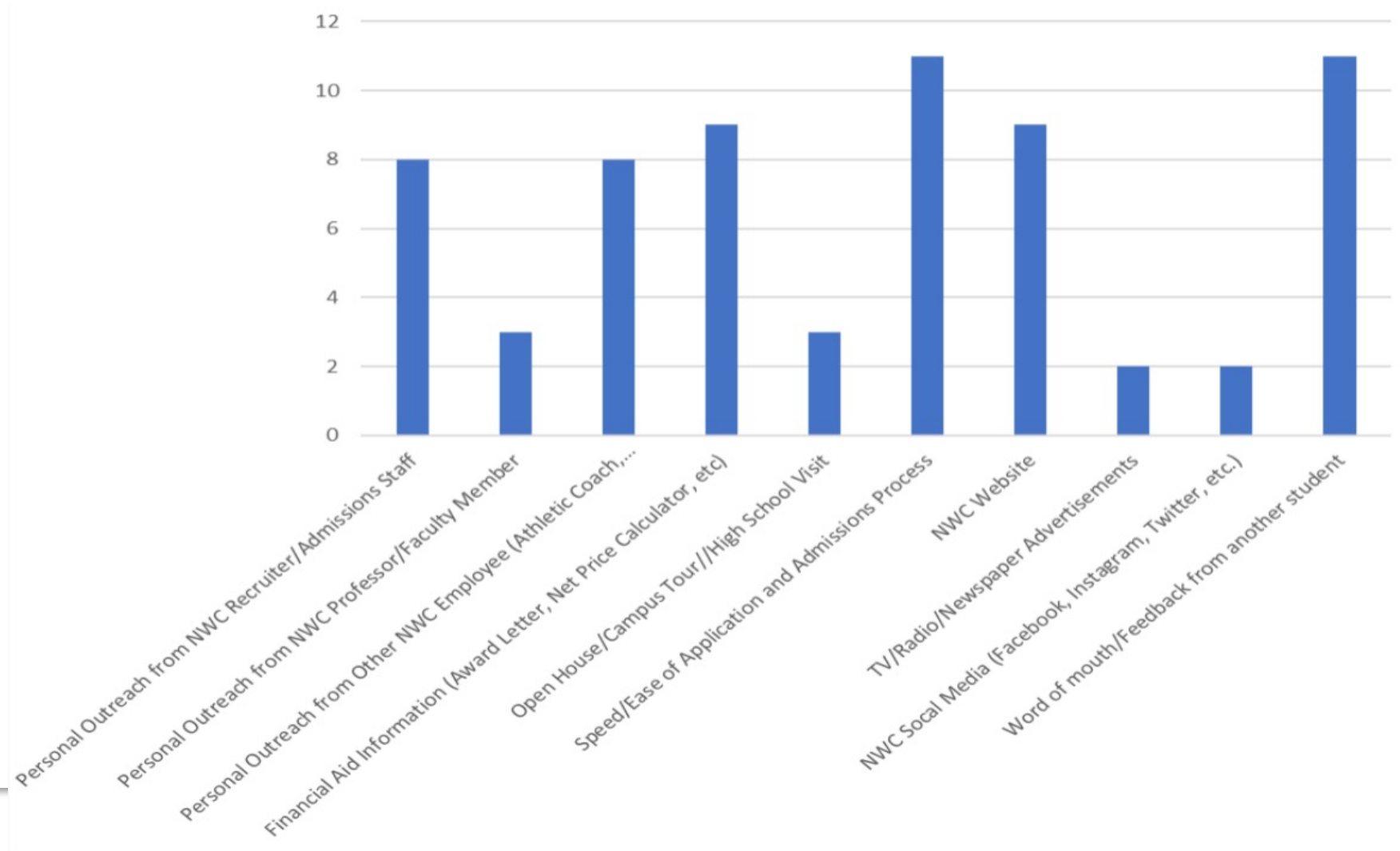
FOCUS GROUP FEEDBACK THEMES

Hands On Activity

Students' Most Important Factors in Selecting a College



ACTIVITIES AND COMMUNICATIONS INFLUENCING DECISION TO ATTEND NWC



FEEDBACK FROM IN-STATE AND OUT-OF-STATE STUDENTS

Enrolled Students In-State

- Close to home- just 30 minutes away -- right size and location -- not too big
- Location and undecided when first started - good price point to test drive some classes
- She originally wanted to go to Berkeley, she was already taking college classes as a high school student and had already earned 30 credits - very affordable (she doesn't have to pay other than for books)

Enrolled Students Out of State

- Close to home, livestock judging, program I wanted, and its small.
- I was not planning on going to college after high school. Went to Northwest College because a friend went here. She introduced me to the horse equine program

FEEDBACK FROM INTERNATIONAL STUDENTS

Scholarship opportunity, initial advisors were fast, answered quickly, since it was a small community, there was good communication. And soccer.

I spent four years looking at community colleges, my dream schools, animation programs. Then I heard about NWC through the *American Corner*, and some America advisors, also communication with current students. Tuition was affordable. The scholarships and the program I wanted, the course descriptions. Watching the video from the Art Department motivated me to attend. As a visual art student, you want to see what the college does visually.

I was looking for football, met my needs and expectation. It is the kickoff for my educational journey. My friends sent me some information. What I really liked about NWC is that admissions reached out and answered questions quickly. I did not know about American education and they were very communicative and responsible. Told me information about the college and the college was affordable. Looked at the website, I found about the college's activities. Came for General Studies and changed to engineering. Liked what the international students were doing at the college, how the college worked with international students, and they were very welcoming.

I was looking for basketball. A friend who was here last year told me about it then I talked to the coach.

FEEDBACK FROM ADULT LEARNERS

Local. I have kids that have a life and friends here. Staying local was a good thing for me.

NWC was the only college I wanted to go to. My mother-in-law told me that it was the best bang for the buck.

Affordability and with the college not being in Cody, some of the rent are more affordable. People in the area, it is a good place to start an education. For me, affordability and not too far but far enough, close to Billings and Cody. Plus, the medical and nursing programs are top ranking programs in the United States. As an allied health major, I plan to get a bachelor's degree.

NWC was the only college I was considering. Since I lived in Lovell, due to COVID, I was out of work last year. I took the displaced program through Workforce to get a degree. I wanted to have something at the end of the pandemic.

FEEDBACK FROM FIRST-YEAR STUDENTS (FYS CLASSES)

I was recruited through soccer.

Proximity to home (“the distance from Worland to Powell was easier.” “Powell was very close to Cody.”)

Only option because single parent

Local community college (“I grew up here and it’s the local community college.”)

Soccer scholarship (for International)

Location (for International student - near Yellowstone)

Cost of living

Decided to attend NWC before transferring for engineering

HIGH SCHOOL GUIDANCE COUNSELORS' WORD OR PHRASE DESCRIBING NWC

“A bridge for a lot of students. To try a class with support, both academically and emotionally. A bridge for a lot of our students.”

“Home, because it is right here in our community. Dependable, students know what they will be getting when they go there.”

“Affordable especially for those who are first to go to college. A safe place before they decide if they want to go somewhere else.”

HIGH SCHOOL GUIDANCE COUNSELORS' OPPORTUNITIES IDENTIFIED

- Shift Students' Perspectives:
 - “Too close to home, so just like high school”
 - “Safety school”
- Promote Workforce Development Programs at the High Schools
- Coordinate Structured, Bi-Annual Meetings between NWC Admissions Team and Counselors
- Recognize the Importance of Amenities (residence halls, dining hall, etc.)
- Get Students and Guidance Counselors to Campus
- Provide Regular Information about Campus and Academic Programs

DEVELOPING A STRATEGY: SMALL GROUP DISCUSSION QUESTIONS

1. What questions or insights do these data raise for you?
2. What is your desired outcome?
3. What does success look like 3 years from now? Can you put a number on that?
4. What strategies are most likely to result in the achievement of success?
5. What are your first 3 action items, and who will own these?
6. What is the expected completion date for each action item?
7. Who will ensure accountability?