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Valdosta State University - Stad 2 m8()4&)8(Anal)0()1(is) III MC10 P MCD 9-BC18.9



You might be attending

- are responsible for predicting enrollment.
- are interested in enrollment modeling.
- This was the best session available in this time slot.

Accurate forecasting allows institutions to: adapt







Framework

As enrollment trends vary across institutions (Pascarella & Terenzini, 2005), a one-size-fits-all projection approach is not feasible.



Framework

The economic downturn further strengthened the point that enrollment is affected by a variety of factors as enrollment growth for Fall 2009 was not consistent with expected or historical data.



Framework

applicants and applications have gone up, many colleges have seen other things go down, including their acceptance rates, their "yield" rates, and their confidence in predicting enrollment

suggesting old enrollment modeling will not suffice.





Class Progression



Development of Projection Model First model:

The first model focused only on total enrollment.

Based on the number of students registered per day compared to total end of term registration.

Development of Projection Model This model applied the previous Fall term factor for a particular day to the corresponding day in the upcoming term.

Undergraduate								
Day	2009							





Model 1: Registration Day 2

Undergraduate Projection - as of Registration Day 2									
Students	Factor	Projected	Fall 2008	%					
Registered	Used	Enrollment	Enrollment	Increase					

Graduate Projection - as of Registration Day 2									
Students	Factor	Projected	Fall 2008	%					
Registered	Registered Used		Enrollment	Increase					

Total Enrollment									
Projection - as of Registration Day 2									
Students	Projected	Fall 2008	%						
Registered	Enrollment	Enrollment	Increase						

Accuracy: within 4.3% of total enrollment (12,391)





Need to Revise Projection Model

The first model focused only on total enrollment. Revising the model allowed us to break out new freshmen from returning students and undergraduate from graduate students.



Predicting New Freshmen To predict the number of new freshmen we used the following elements:

Number of new freshmen accepted (Admissions) Number of new freshmen accepted in previous years (Admissions)

Number of new freshmen attending Orientation (Student Affairs) (used to create a separate projection calculation)



Model 2: New Freshmen

From this information a matrix of weeks was created to align the data across the multiple years.

6/15	3,332	3,673	3,761	3,674	4,383	4,882	5,182
6/1	3,251	3,605	3,676	3,532	4,250	4,744	5,027
5/15	3,200	3,556	3,640	3,452	4,160	4,626	4,951
4/30	3,142	3,489	3,512		3,998	4,522	4,811
4/15	2,992	3,388	3,384		3,830	4,310	4,662
3/31	2,895	3,237	3,271	3,109	3,657	4,117	4,431
3/15	2,751	3,092	3,067	2,877	3,417	3,863	4,146
2/27	2,558	2,860	2,881	2,534	3,121	3,569	3,790
2/13	2,318	2,592	2,616	2,263	2,810	3,214	3,405
Final Total	1,839	1,875	2,119	2,117	2,171	2,529	?

Model 2: New Freshmen

for a particular day by dividing the total for the term by the point in time cumulative total.







Model 2: Final 2010 Projections

Actual Fall 2010 enrollment indicates the projection model was within 1.4% of the actual total enrollment Within 0.2% of undergraduate total Within 6.5% of graduate total

Model 2: Final Thoughts

Start analysis again in November Weekly tracking Look for ways to improve Would like to integrate

complicated) Overall, we are pleased with our enrollment modeling system.





Automated Portals

Implementation of an automated portal allows program coordinators to track applications, admittances, and enrollments electronically.



Seat Analysis Tool

This reports allows the institution to plan adequate course and seat availability in conjunction with the enrollment model.

Projections for each course are provided

data and enrollment increases.



Fall 2007

Fall 2008

Fall 2009

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1. Freshman (New)	253	49.2	12.6	1. Fres	hman (New)		190	44.2	9.1	1. Fres	hman (New)	134	25.3	5.6
1. Freshman(Cont./Other)	34	6.6	7.6	1. Fres	hman(Cont./Oth	ier)	20	4.7	4.6	1. Fres	hman(Cont./Other)) 33	6.2	7.2
2. Sophomore(Cont./Other)	138	26.8	6.5	2. Sop	homore(Cont./Of	ther)	103	24	5	2. Sopł	iomore(Cont./Othe	er) 217	40.9	10
3. Junior(Cont./Other)	56	10.9	2.8	3. Juni	or(Cont./Other)		99	23	4.7	3. Junio	or(Cont./Other)	109	20.6	5.1
4. Senior(Cont./Other)	31	6	1	4. Seni	ior(Cont./Other)		18	4.2	.6	4. Seni	or(Cont./Other)	36	6.8	1.1
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1. Freshman(Cont./Other)	29	5.8	6.3	1. Fre	shman(Cont./Ot	her)	31	6.6	6.9	1. Fre	shman(Cont./Othe	r) 22	5.3	5.1
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Thank You

Questions and Comments



This PowerPoint presentation can be downloaded at <u>http://www.valdosta.edu/sra/presentations.shtml</u>



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