

Maximizing Application Completion

Today's Presenters



Peter Farrell

Managing Director & Senior Principal, Enrollment Services
EAB | Royall & Company

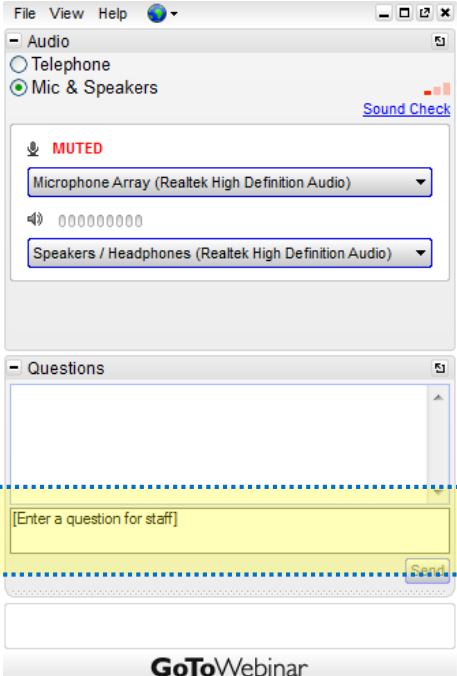


Anika Olsen

Principal and Consultant
EAB | Royall & Company

Before We Begin...

A Few Housekeeping Items



The screenshot shows the GoToWebinar interface with two main sections: Audio and Questions.

Audio Section: The 'Mic & Speakers' tab is selected. A red 'MUTED' indicator is shown next to a microphone icon. Below it, there are two dropdown menus: 'Microphone Array (Realtek High Definition Audio)' and 'Speakers / Headphones (Realtek High Definition Audio)'. A 'Sound Check' link is visible in the top right corner of the audio section.

Questions Section: A text input field is present with the placeholder text '[Enter a question for staff]'. A yellow dashed box highlights this input field and the 'Send' button located to its right.

Annotations:

- A callout box on the left with the text 'Phone lines will be muted' points to the 'MUTED' indicator in the Audio section.
- A callout box on the left with the text 'Enter questions here' points to the text input field in the Questions section.

The GoToWebinar logo is visible at the bottom of the interface.

► **Start with best practices research**

- › Research Forums for presidents, provosts, chief business officers, and key academic and administrative leaders
- › At the core of all we do
- › Peer-tested best practices research
- › Answers to the most pressing issues

► **Then hardwire those insights into your organization using our technology & services**

Enrollment Management

Our **Royall & Company** division provides data-driven undergraduate and graduate solutions that target qualified prospective students; build relationships throughout the search, application, and yield process; and optimize financial aid resources.

Student Success

Members, including four- and two-year institutions, use the **Student Success Collaborative**SM combination of analytics, interaction and workflow technology, and consulting to support, retain and graduate more students.

Growth and Academic Operations

Our **Academic Performance Solutions** group partners with university academic and business leaders to help make smart resource trade-offs, improve academic efficiency, and grow academic program revenues.

1,100⁺

College and university members

10,000

Research interviews per year

250M⁺

Course records in our student success analytic models

1.2B

Student interactions

Marketing and Recruiting Effectiveness Center



Research, Analysis, and Decision-Support Tools for Enrollment Leaders

I

Assessing New Ideas

Representative topics

- The Video Application: Hit or Miss?
- Critical Assessment of Price Resets
- Portfolio Admissions: New Assessments of Applicants
- Pathway Programs: The Right Way to Engage International Students

II

Addressing Evergreen Challenges

Representative topics

- How to Fully Leverage Your CRM
- High-Impact Tactics for Admitted-Student Engagement
- Leveraging Early FAFSA for Enrollment Success
- Maximizing Application Completion



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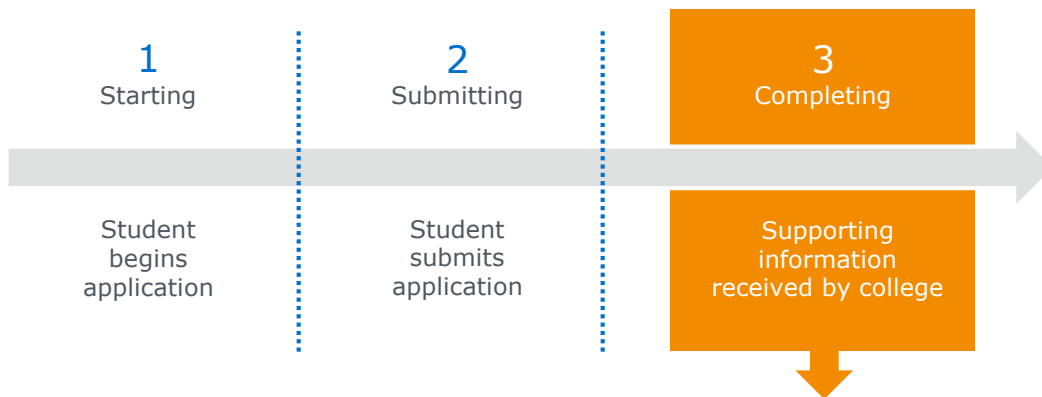
Toolkits

- 1 Understanding the Completion Challenge
 - 2 Perfecting Completion Communications
 - 3 Reducing Completion Requirements
 - 4 Enabling Student Self-Reporting
 - 5 Coda
-

What We Mean by “Completion”

Completion Means Having All Info Necessary for Admit Decision to Be Made

Three Steps to an Actionable Application



Common requirements:

- High school transcript
- Standardized test score report
- Essay/personal statement
- Letter of recommendation
- Application fee

Variable Performance

Gap in Completion Rates Suggests Room for Improvement on Completion

Observed Variation in Completion Rates, with Extrapolated Downstream Enrollment Impact

Data from Royall Partners	Extrapolated Impact on Enrollment				
Completion Rate ¹ (Percentile)	Submitted Applications	Completed Applications	Admitted Students	Enrolled Students	
60% (25 th)	1000	600	450	222	
70% (50 th)	1000	700	525	262	+18% versus 25 th percentile
76% (75 th)	1000	760	570	285	+9% versus 50 th percentile

1) Excludes Common App participants

Accounting for the Differences

Royall Cohort Research Reveals Drivers of High Completion Rates

Common Features of Top Performers

- ✓ Common App participation
- ✓ Systems automation
- ✓ Intensive communication with applicants
- ✓ Reduced application requirements
- ✓ Self-reporting of student credentials



Today's
focus

Solution Categories

Three Primary Areas of Focus

I: Perfecting Completion Communications

- Practice #1: Swag-Based Urgency Campaign
- Practice #2: Purpose-Built Parent Communications
- Practice #3: Data-Driven Completion Follow-Up Triage
- Practice #4: SMS-Savvy Completion Communications

II: Reducing Completion Requirements

- Practice #5: Selective Requirement Reductions
- Practice #6: Automatic Application Fee Waivers

III: Enabling Student Self-Reporting

- Practice #7: Self-Reporting Data Pilot
- Practice #8: Fast-Track Self-Reporting Infrastructure
- Practice #9: Studentless Completion

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Coda

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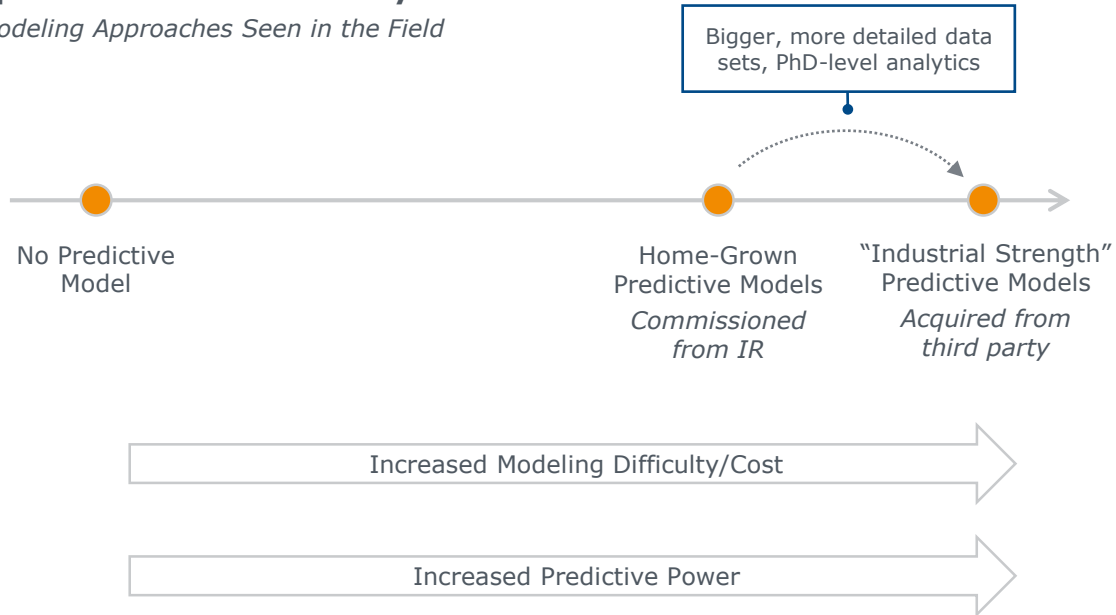
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Effective Triage Elusive for Some

Most EM Teams Either Using Advanced Models or Simply Doing Without

Spectrum of Predictive Analytics

Modeling Approaches Seen in the Field

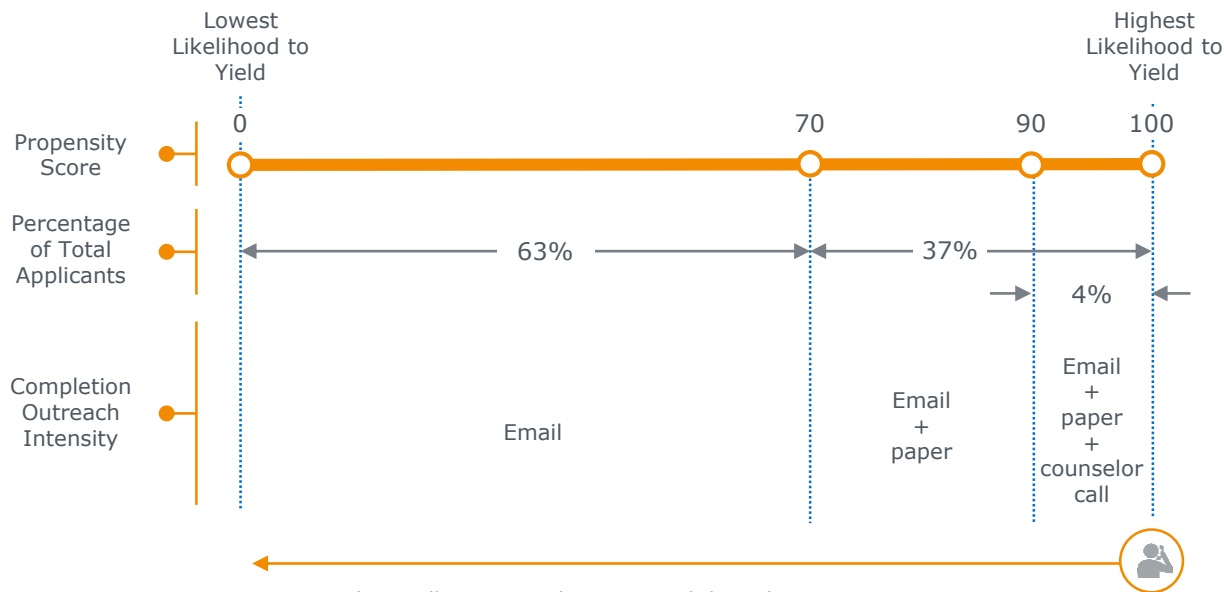


Fostering Focus

Propensity Models an Increasingly Common Workflow Tool

Intensity of Completion Communications Based on Likelihood-to-Yield Score

Farrington University¹, a Very Small, Selective, Private Institution in the Northwest



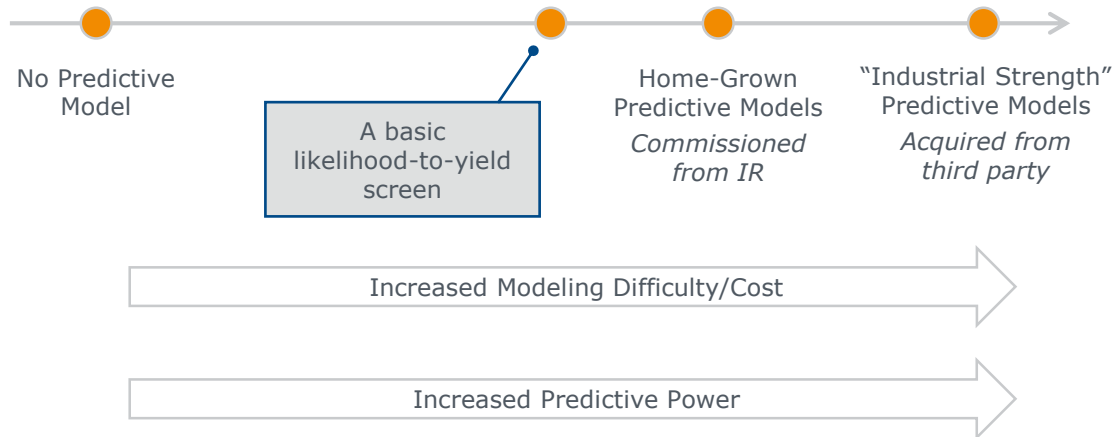
1) A pseudonym

Offering a Middle Way

A Simple, Low-Cost Tool for Estimating Student Propensity to Enroll

Spectrum of Predictive Analytics

Modeling Approaches Seen in the Field



A Simple Assessment

Harnessing the Predictive Power of Common Recruitment Variables

Yield Above Mutually Exclusive Population

By Student Characteristic

132K+

student records
analyzed by Royall
and Hardwick Day

Financial aid applicant	3.93
Recruited athlete	2.61
Visited campus	2.52
Alumni relation	1.72
Non-Common App application	1.42
Commuter	1.39
Same-state resident	1.32
Distance from campus below median	1.23
First-generation	1.22
7 or more applicants from same high school	1.12

A Simple Assessment

Harnessing the Predictive Power of Common Recruitment Variables

As Applied to a Particular Student



Financial aid applicant	3.93
Recruited athlete	-
Visited campus	2.52
Alumni relation	-
Non-Common App application	1.42
Commuter	-
Same-state resident	1.32
Distance from campus below median	1.23
First-generation	1.22
7 or more applicants from same high school	-
	11.64

Summing values creates a rough propensity score

Focused Follow-Up

Highest-Intensity Effort Reserved for Students Most Likely to Yield

Score range	Likelihood to yield	Follow-up intensity
12.33 to 18.48	High	High
6.17 to 12.32	Medium	Medium
0 to 6.16	Low	Low

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Coda

Broad Variation in Requirements

Most Schools' Applications Have Four or More Mandatory Components

Distribution of Schools by Number of Application Requirements

US Public and Private Not-for-Profit Four-Year Colleges and Universities, by School Segment

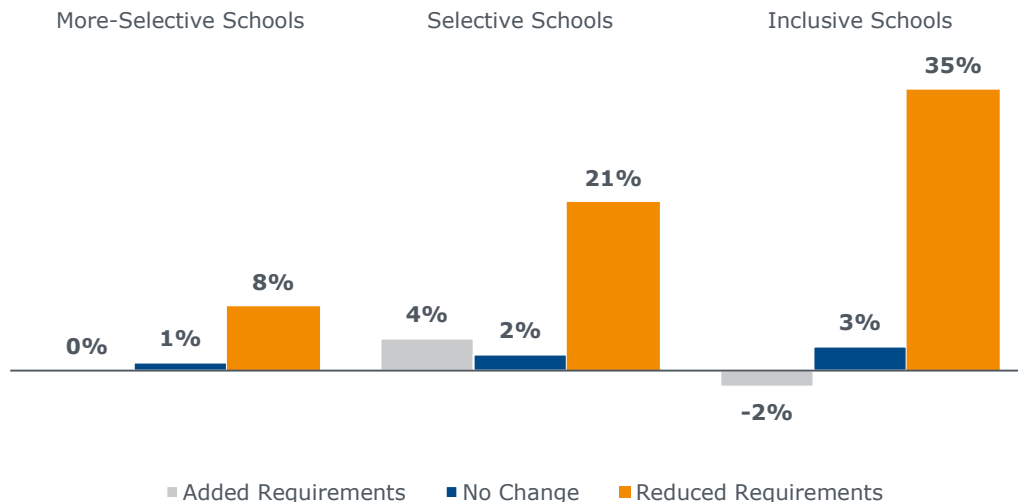


Reducing Requirements Boosts Performance

A Consistent Effect Observed Across School Segments

Change in Freshman Enrollment

By Change in Number of Application Requirements, 2015-2016, US Public and Private Not-for-Profit Four-Year Colleges and Universities, n=873 schools



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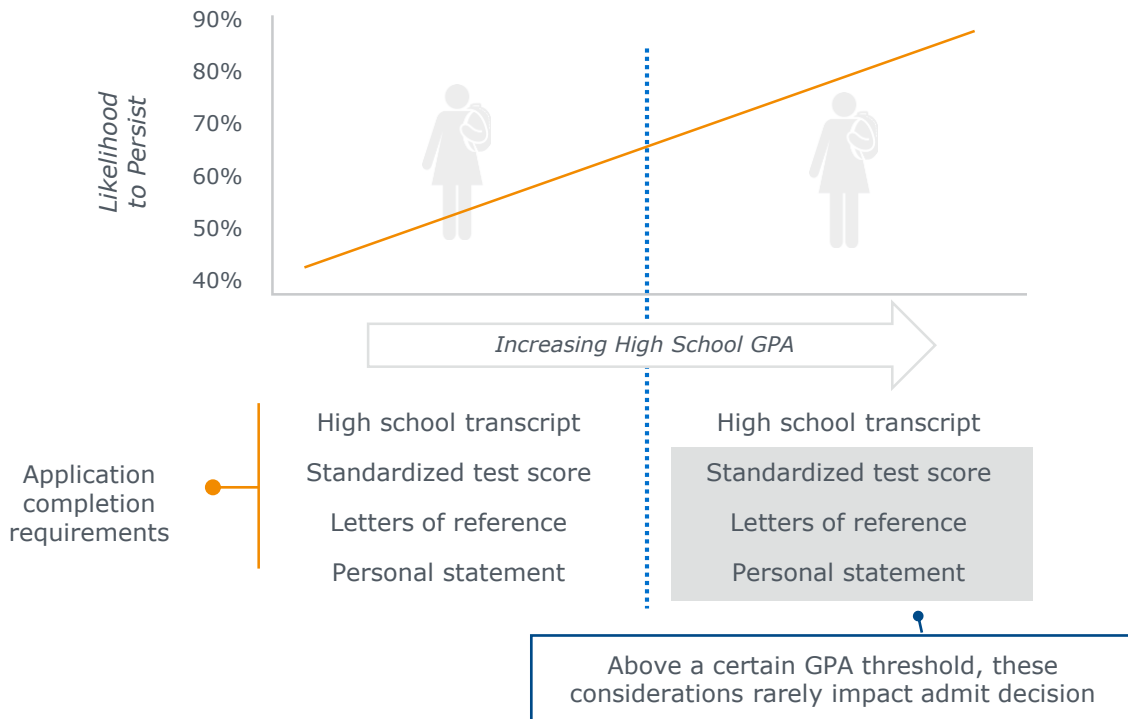
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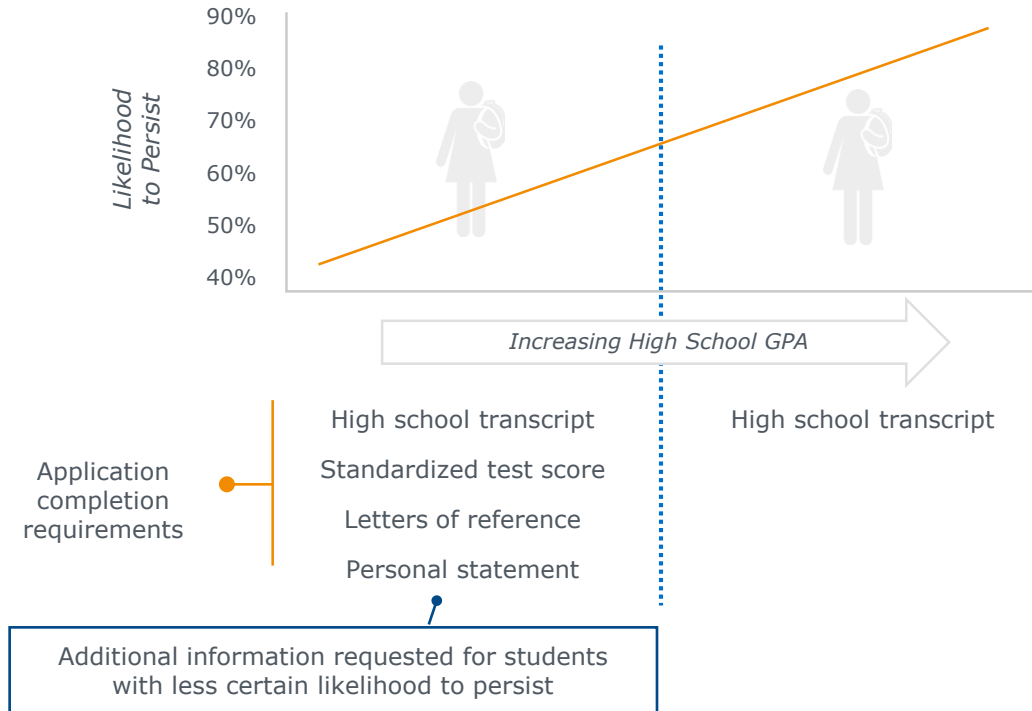
Admit-Assessment Overkill?

Redundant Requirements Often Applied to High-Ability Students



A More Tailored Assessment

Saving Closer Scrutiny for Less Clear-Cut Cases

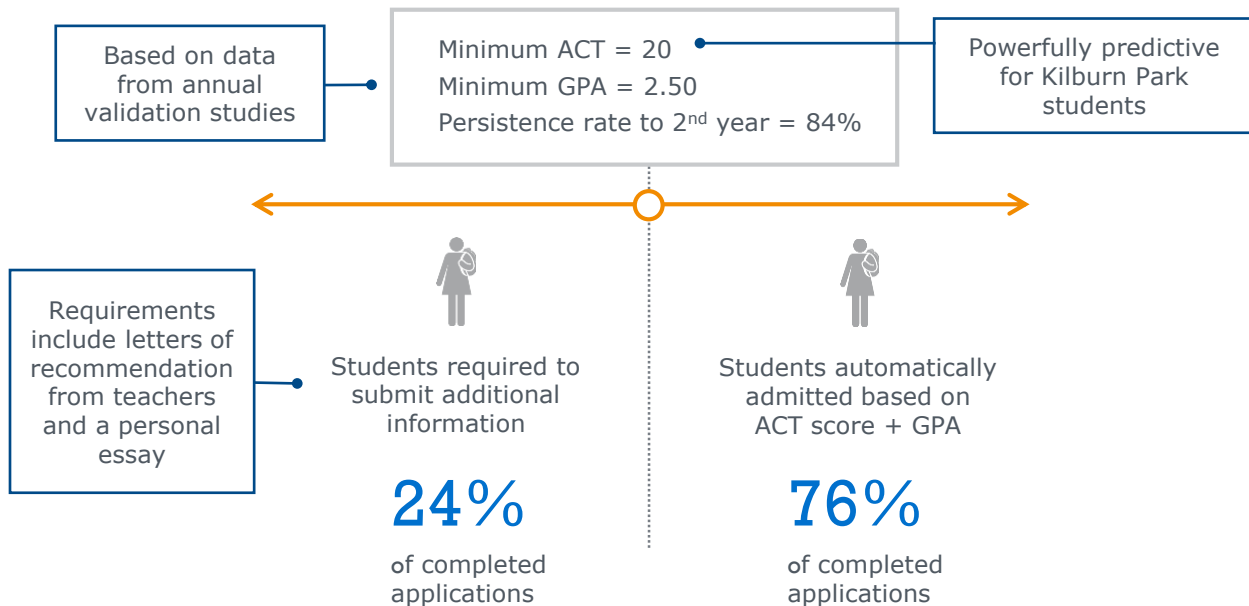


One School's Approach

Evidence-Based Thresholds, Minimal Requirements for Higher Performers

Application Requirements Versus Score/GPA Cutoff

Kilburn Park University¹, a Small, Private, Selective Institution in the Midwest



1) A pseudonym

Additional Cases in Point

Requirement Reductions Boost Completion Performance

Holland Park University¹

*A Small, Inclusive, Private
Institution in the Northeast*

Students above evidence-
based GPA cutoff admitted on
basis of GPA alone

8%

percentage point
increase in application
completion rate

0%

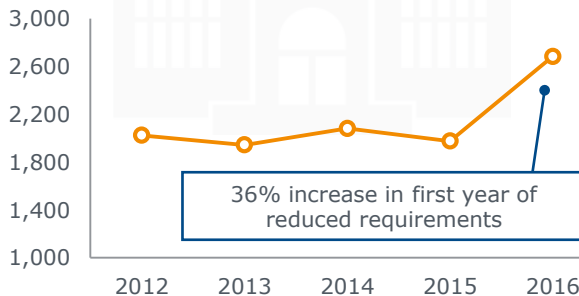
reduction in freshman-
year retention

Marble Arch University¹

*A Small, Selective, Private
Institution in the South*

Test score requirement
waived for students
with GPA > 3.0

Completed Applications



1) A pseudonym

1

Understanding the Completion Challenge

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Coda

Multiple Modes of Action for Self-Reporting

Improved Application-Completion Rates (and Beyond)

Self-reporting means that admit decisions are made on the basis of students' self-reported high school transcript and/or test score information

Three Benefits of Self-Reporting

1. Eliminates the most common drivers of non-completion

Self-reporting saves students the trouble (and expense) of having test score reports and transcripts sent to your school. These two requirements are by far the most common drivers of non-completion.

2. Expedites application processing

Students' self-reported information is automatically incorporated into your SIS/CRM. Admit offers can be processed immediately, without time-consuming manual processing of test score reports and transcripts.

3. Minimizes completion follow-up

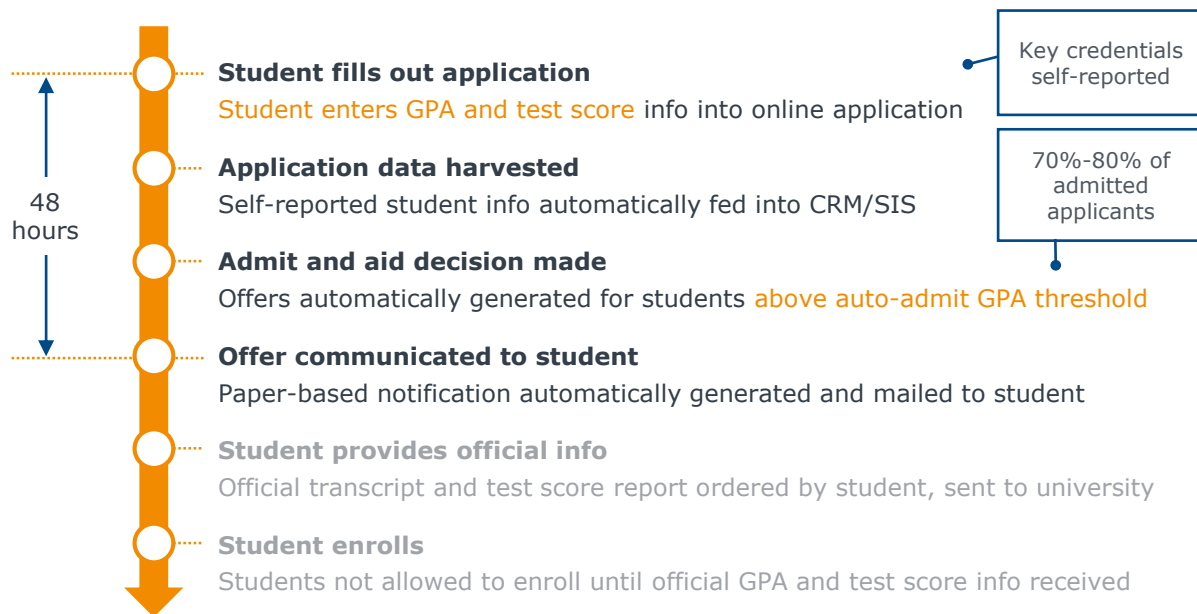
With self-reporting, collection of transcripts and test score reports is necessary only for students who accept your offer of admission. This greatly reduces the burden of completion follow-up on your staff.

Application Efficiency at the Frontier

Case in Point: 48-Hour Application Turnaround

How Applications Are Processed at Chancery Lane University¹

A Large, Selective, Public Institution in the West



1) A pseudonym

Common Barriers

Two Typical Hurdles Faced by Schools Implementing Self-Reporting



Stakeholder challenges

Faculty and senior administration sometimes resist adoption of self-reporting over concerns that applicants will misrepresent credentials or fears that the school will appear too easy to get in to.



Technical challenges

Implementation of self-reporting can require modification of the information-systems components that transfer online application information into the SIS. This can be a challenge for schools with limited availability of IT support.

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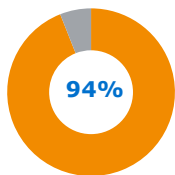
Is Students' Self-Reported Info Accurate?

A Tried-and-True Approach

Accuracy of Students' Self-Reported Info

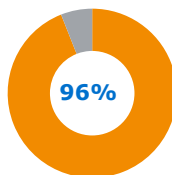
Results from ACT Research

Courses Taken



of students' self-reported courses match their transcripts

Course Grades



of self-reported course grades were accurate to within one letter grade

Plenty Accurate for Practical Purposes

University of California System

University of Illinois

60,000

students are admitted based on self-reported data

0.1%

of students' self-reported information show consequential inaccuracies

0.05%

of admit offers rescinded due to reporting inaccuracies

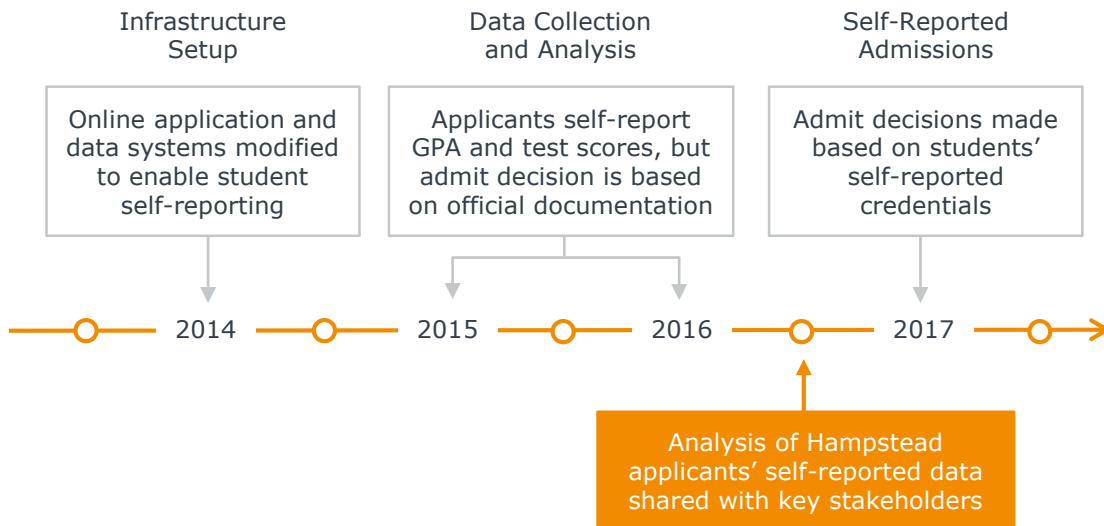
Source: Sanchez E, Buddin R, "How Accurate Are Self-Reported High School Courses, Course Grades, and Grade Point Average?" ACT, 2016; Shaw, E.J. & Mattern, K.D. (2009), *Examining the Accuracy of Self-Reported High School Grade Point Average* (College Board Research Report No. 2009-5), New York, NY: The College Board; Walsh NJ, "Field Notes: Using self-reported academic records in the admissions process," <http://aacrao.org/resources/resources-detail-view/field-notes--using-self-reported-academic-records-in-the-admissions-process>.

Creating Local Validation

Self-Reported Student Data Collected and Analyzed Prior to Official Rollout

Project Phases, by Entering Class Year

Hampstead University¹, a Medium-Sized, Selective, Private Institution in the South



1) A pseudonym

Demonstrated Accuracy

Local Analysis Shows Reliability of Hampstead Applicants' Self-Reporting

Results from Local Validation Study of Self-Reported Student Credentials

Hampstead University

0.98

correlation between
self-reported ACT score
and official score

0.99

correlation between
self-reported SAT score
and official score

0.84

correlation between
self-reported GPA
and transcript GPA

0

admit offers rescinded
due to self-reporting
inaccuracies (EC 2017)

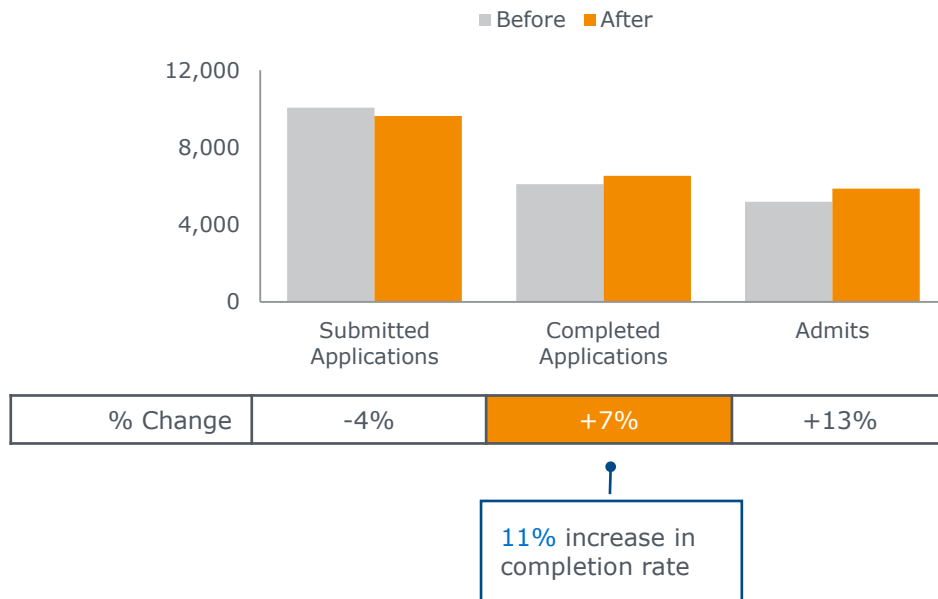
Exactly in line with national norms and more
than sufficient for accurate admit decisions

A Completion Boost

Noticeable Improvement in First Year of Self-Reported Admissions

Core Recruitment Metrics

Hampstead University, Before and After Adoption of Self-Reporting

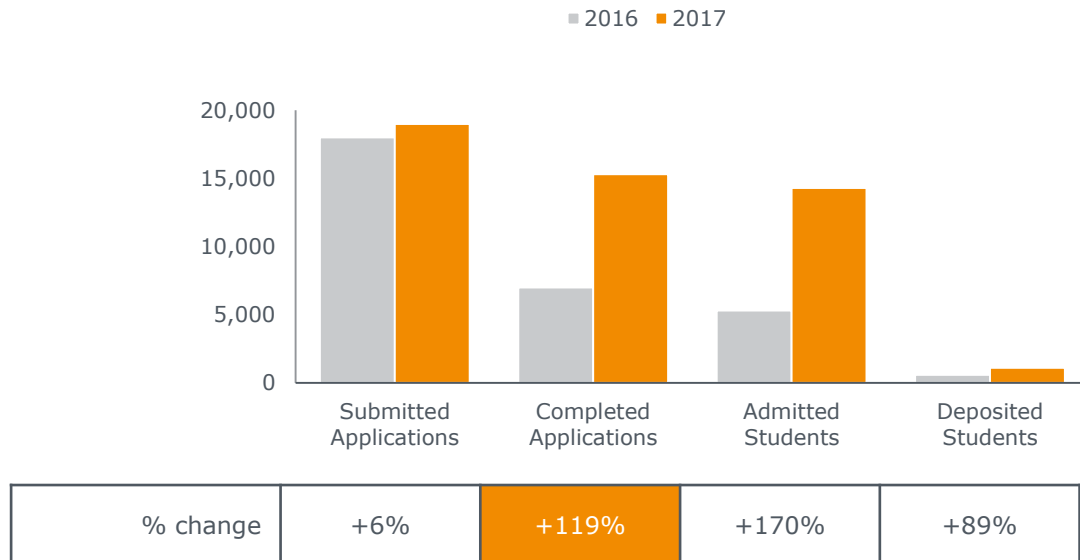


Enabling Transformative Impact

Switch to Self-Reporting Drives Massive Increase in Completion Rate

Key Enrollment-Pipeline Metrics

Alperton University¹, Entering Class 2016 Versus 2017



1) A pseudonym

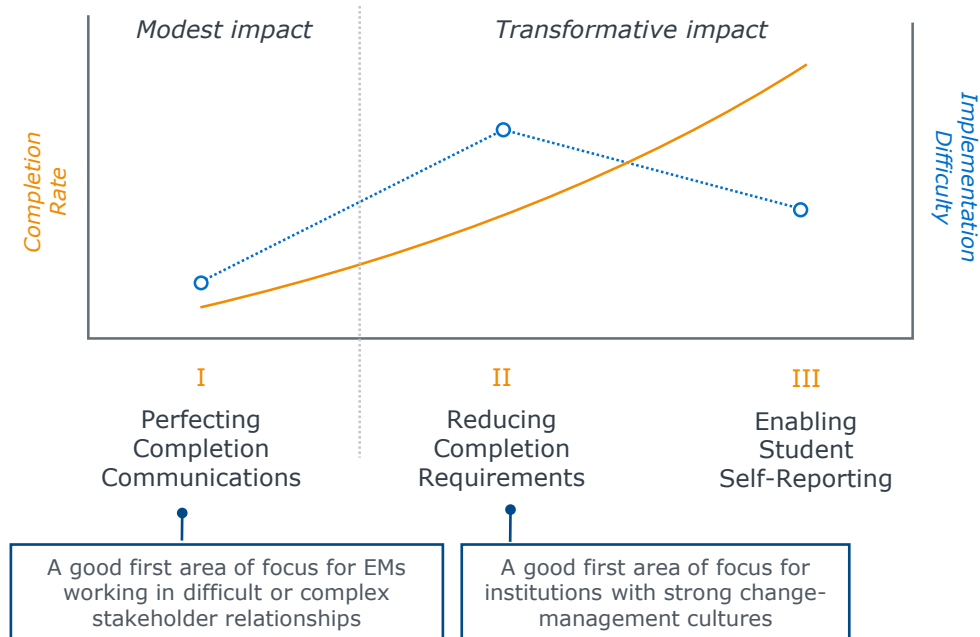
Triaging the Effort

Where Should You Focus Your Completion-Improvement Work?

Triaging the Effort

Where Should You Focus Your Completion-Improvement Work?

Impact Versus Difficulty of Major Solution Categories



Download the White Paper

A Standalone Publication That Expands Upon Material Covered Today



Maximizing Application Completion

eab.com/MaximizeAppCompletion



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