

# ENROLLMENT MANAGEMENT PRACTICES

at Private Historically Black Colleges and Universities:

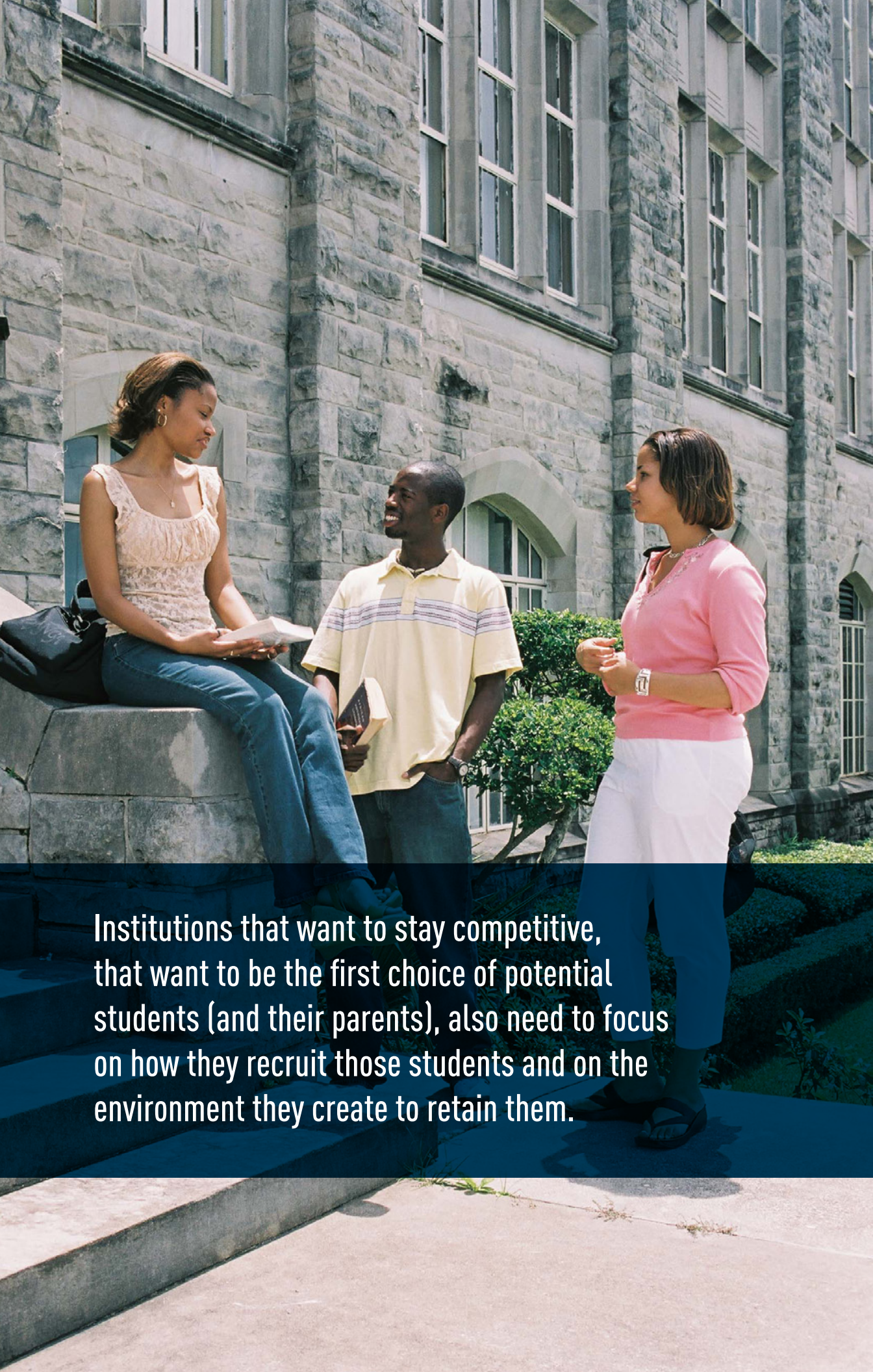
## A Model for Success



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# A Model for Success

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## At a Glance

Most historically black colleges and universities already understand the benefits of a holistic approach to recruiting and retaining students. In fact—and of necessity—many HBCUs have long used some of the practices traditionally associated with enrollment management. Others have gone even further; they’ve adopted the kinds of strategic enrollment-management models that current research shows are most effective in today’s environment, where students have wide-ranging expectations (if not demands) regarding their entire college experience.

Now UNCF is attempting to spur even greater progress by helping to develop a recruitment and retention model that meets these needs, while taking account of the special role these institutions play in American society—and in the lives of their thousands of individual students. The purpose of this white paper is two-fold: First, to make the case that strategic enrollment management, properly designed and carried out, can be a catalyst for transforming American higher education. Second, to offer private HBCUs and other minority-serving institutions a model for success in enrollment management.



## Enrollment Management Defined. (More or Less.)

Colleges and universities have increasingly come to recognize that their contribution to a successful experience for students involves more than simply accepting and enrolling them and offering them a catalog of courses they can take. Institutions that want to stay competitive, that want to be the first choice of potential students (and their parents), also need to focus on how they recruit those students and on the environment they create to retain them.

There is no single definition of enrollment management; instead, enrollment-management practices often stem from

an institution’s particular mission, culture and needs. The term “enrollment management” (EM) did not come into widespread use until the 1980s, when the numbers of students of all races graduating from high school and entering college sharply declined. That decline forced colleges and universities to begin to explore a more strategic approach to attracting and retaining students.

Hossler and Bean define enrollment management as *“an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments. Organized by strategic planning and supported by institutional research, enrollment management activities concern student choice, transition to college, student attrition and retention and student outcomes.”*<sup>1</sup>

In plain language, enrollment management provides a structure of support to ease students’ transition into, and through, higher education. Enrollment management typically accomplishes this through closer and on-going collaboration among the college’s admissions and financial aid offices, the registrar’s office and student support services. Divisional and departmental “silos” begin to come down. In their place, more coordination—and more effective response.

<sup>1</sup> Hossler, Don; Bean, John P.; and Associates. (1990). *The Strategic Management of College Enrollments*. San Francisco: Jossey-Bass.

Among the steps being taken are those that have been recommended by Noel Levitz, a higher-education consulting firm<sup>2</sup>

- Increased use of technology, including Skype and social networking tools, to reach potential students;
- More targeted outreach to potential students, including expanded use of direct mail;
- Increased use of the Web in the application process, including on-line applications;
- Increased communication with prospective students throughout the recruiting and enrolling process;
- More effective use of financial aid during the recruiting process;
- Discounted tuition rates;
- Larger budgets for enrollment-management activities;
- More direct-reporting channels from enrollment-management staff to the president of the institution;
- More data-driven planning and evaluation of enrollment-management activities;
- More long-term planning of enrollment-management activities.

As we'll see, HBCUs come to the issue of enrollment management with particular advantages—and disadvantages.

## Why Us? Why Now?

But first, some history.

UNCF (United Negro College Fund) was established in 1944 to raise operating support for private historically black colleges and universities. Today, UNCF provides financial assistance to deserving students and raises operating funds to help member HBCUs become more effective, competitive choices for underserved student populations seeking postsecondary degrees. The 38 UNCF-member institutions enroll approximately 55,000 students, the majority of whom are African American, low-income and the first in their families to attend college.

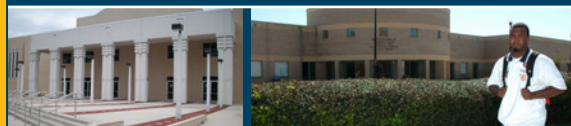
Similarly, HBCUs' very existence over the past 150 years stems from several converging realities of American life. First and foremost, there was limited access to predominantly white institutions (PWIs) for African American students, as segregation and de facto segregation were prevalent in every aspect of American culture. Second, African American parents and students as a group have long held HBCUs in high esteem, because these institutions have educated and graduated some of our nation's top leaders and scholars. Within the African American community, HBCUs were, and still are, viewed as a way out and up for first-generation and other underrepresented students. In addition, long before America's PWIs implemented initiatives and structures to educate the "whole" student, HBCUs were doing so as a matter of practice, adding to their appeal.

Within higher education, there exists for African American students no set of institutions outside of HBCUs where the majority of faculty, staff and administrators look like them and



<sup>2</sup> Bryant, Peter, and S., Wolff, Tracy, L. (1999) Noel-Levitz, Top Ten Trends in Enrollment Management in Higher Education Research Highlights Synopsis

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express an interest in their personal and professional development from the moment they set foot on campus. Their counterparts attending predominantly white institutions do not have these same kinds of experiences.

Nonetheless, HBCUs must acknowledge that, like their predominantly white counterparts, they cannot rest on past achievements or their “brand” alone as students and their parents make informed decisions in the college-selection process.

According to Almanac of Higher Education, between 2009 and 2017, black enrollment in higher education is projected to increase by 19 percent; Hispanic enrollment by 27 percent; and Asian/Pacific Islander enrollment by 20 percent. (By contrast, white enrollment is projected to increase by just three percent.)

The central questions, then, are these: How can private HBCUs position themselves to gain a significant portion of these potential students? And how can they become an even more viable, and valuable, choice for the 21st century student?

Finding answers to these questions is critical to the future success of HBCUs—but also to the nation’s long-term economic vitality.



The rapidly advancing global economy has brought with it a new, global competition to develop and deploy talent. Sadly, the United States is falling behind in that competition. Evidence of that gap can be found all too clearly on our nation’s college campuses. According to the Lumina Foundation for Education’s report: *A Stronger Nation through Higher Education*<sup>3</sup>, “[C]ollege-attainment rates are rising in almost every industrialized or post-industrial country in the world, except for the U.S.” If America’s post-secondary institutions fail to produce a sufficient number of informed and skilled citizens, our leading role in the 21st century global marketplace may soon be in jeopardy.

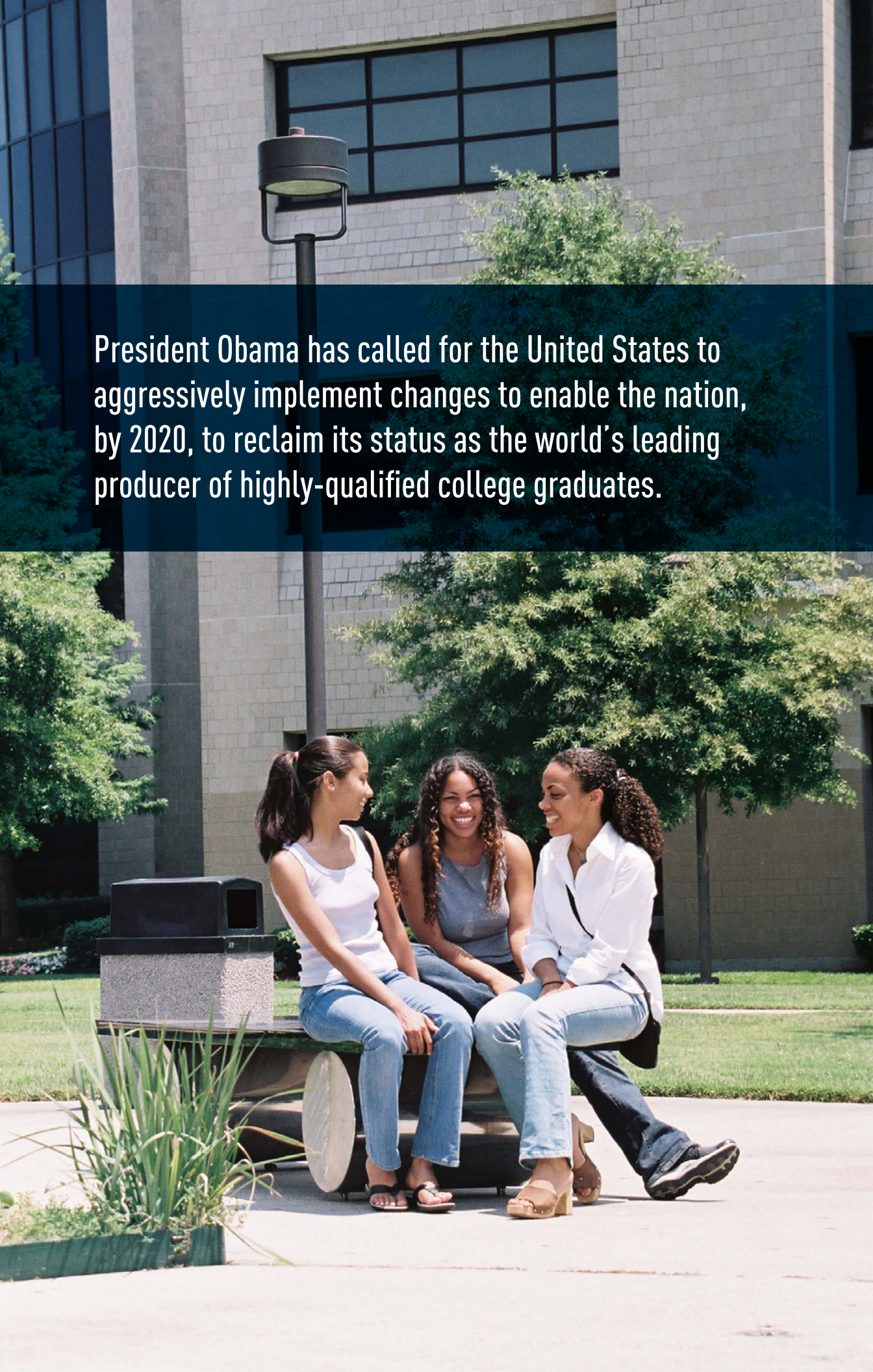
“At a time when we need to be increasing the quality of learning outcomes and the economic value of a college education, there are disturbing signs that we may be moving in the opposite direction.” So said the Commission on the Future of Higher Education in its 2006 report, *A Test of Leadership: Charting the Future of U.S. Higher Education*. Those disturbing signs have not disappeared in the years since.

The Obama administration has acknowledged the urgency of strengthening America’s colleges and universities—and, indeed, our entire educational system. President Obama has called for the United States to aggressively implement changes to enable the nation, by 2020, to reclaim its status as the world’s leading producer of highly qualified college graduates. But even as the president has issued this charge, his secretary of education, Arne Duncan, has noted higher education’s “dilemma of the iron triangle”: the parallel—and seemingly contradictory—desires to improve the quality of educational opportunities offered to students, to provide that quality education to a larger and more diverse student population—and to keep the cost of a college education within reach.

“To college executives,” Secretary Duncan has conceded, “these three sides of the iron

<sup>3</sup> A Stronger nation through higher education: A Special Report From Lumina Foundation For Education, February 2009



A photograph of three young women sitting on a dark wooden bench outdoors. They are all smiling and looking at each other. The woman on the left is wearing a white tank top and blue jeans. The woman in the middle is wearing a grey tank top and blue jeans. The woman on the right is wearing a white button-down shirt and blue jeans. They are sitting on a paved area with a grassy lawn and trees in the background. A black trash can is visible to the left of the bench. A black lamp post is visible in the background. The image is split horizontally, with the top half having a dark blue overlay containing white text.

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triangle—quality, access and cost—often seem like mutually conflicting choices. Elevating quality raises costs. Increasing access can dilute quality. And reducing costs impairs both quality and access.” One encouraging attempt to grapple with the “iron triangle”: enrollment management. For an increasing number of institutions of higher education over the past 30 years—and especially in the past decade—systematic and strategic enrollment management has become an essential part of their efforts to attract and retain students.

## HBCUs and Enrollment Management

It’s important to note that several of these “new” trends in enrollment management have been standard practice at HBCUs for decades. HBCUs have long opened their doors to a broader array of students. And private UNCF-member HBCUs as a group have had lower tuition rates than their competitors.<sup>4</sup> (In the current economic crisis, of course, HBCUs have had to do even more for its underserved students, and to do it with even fewer resources.)

Partly as a result of this approach, HBCUs—which currently enroll 21 percent of African

American undergraduates—contribute to a skilled and diverse work force. They remain unparalleled in producing African American leaders across a wide spectrum of disciplines. HBCUs produce 28 percent of African Americans earning bachelor’s degrees in the science, technology, engineering and mathematics (STEM) fields—a remarkable figure since they comprise only four percent of the nation’s higher education institutions<sup>5</sup>. And this does not count the disproportionate number of African American dentists, physicians and public-school teachers who’ve earned their postsecondary credentials from these historic institutions. In doing so, HBCUs add substantially to our nation’s economic development and foster the growth of the African American middle class.



It’s no wonder Secretary Duncan has pointed out that “HBCUs have many valuable lessons to teach the broader higher-education community about how it can move forward to face new challenges of educating college students in a global economy.”

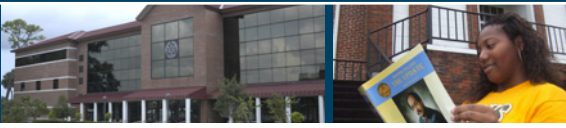
Still, despite HBCUs’ history of success in producing high-quality students who go on to stellar careers in myriad fields, there are persistent barriers—historical and contemporary—that make it difficult for these institutions to move to the next level in enrollment management. The challenges of the “iron triangle,” for instance, are compounded for both public and private HBCUs by longstanding structural and financial inequities. On the whole, state institutions created by and for men and women of African descent have never been provided the same level of funding as predominantly white state institutions. Meanwhile, private HBCUs often fare even worse; not only do they fail to get large allocations from government, but they’ve never had access to the range of private funding sources available to their predominantly white institutional counterparts.

When the impact of recent nationwide economic woes is added to the equation, it becomes

<sup>4</sup> UNCF Frederick D. Patterson Research Institute, Affordability Report, 2009.

<sup>5</sup> UNCF Frederick D. Patterson Fact Sheet 2010





even more difficult for HBCUs to continue to fulfill their mission of providing access to higher education for underserved students. Whether it's grappling with the poor quality of their physical plant, or lacking the kind of technology that simplifies applicants' path to enrollment, course registration and financial aid—shortfalls like these reduce student satisfaction.

And student satisfaction, not surprisingly, is key to student retention.

There are issues on the organizational side as well. Many HBCUs, for instance, have not yet granted enrollment-management administrators cabinet-level status, with direct lines of reporting and access to the institution's president. This remains a major problem, despite growing evidence that successful enrollment management is an important revenue producer for the institution as a whole.

Despite these problems, and the frequent lack of adequate support, HBCUs continue to defy the odds. As noted earlier, their success at producing high-quality graduates counters the notion that they have outlived their time.

## What Works? What More is Needed?

What practices have been successful for HBCUs in recruiting and retaining students? What do leaders of HBCUs think of their own enrollment-management structures and strategies? What areas need strengthening? And what has UNCF been doing to help? There is much to tell.

In 2006, UNCF launched the Institute for Capacity Building (ICB). Its purpose: to support member institutions with grants, training and technical-assistance programs designed to strengthen key aspects of their academic and operational performance and to improve their financial sustainability. ICB provides support and expertise as member institutions reexamine their missions, evaluate their operations and respond to new challenges and opportunities with new strategic plans.

One of the six ICB components is the Enrollment Management Program (EMP), created as a way to partner with member institutions to identify and implement practices that will boost graduation rates and support the mission of the college or university. EMP emphasizes coordinated approaches within an institution—bringing those silos down—to achieve shared goals. Call it “holistic,” or simply call it “efficient.” Whatever the label, it seems to work.

The EMP capacity-building process began with an on-the-ground assessment of the enrollment-management practices of 36 UNCF-member institutions; the resulting report brought to the fore particular challenges facing private HBCUs as they seek to provide opportunities to many students with limited education choices. It was important to us to understand the current capacity-management operations at our member institutions to help us plan how to get from “here to there.” The lessons learned from the pilot phase of EMP form the foundation of EMP's new enrollment management model.

The following year, EMP conducted a presidents' survey<sup>6</sup> to collect the institutional leaders'

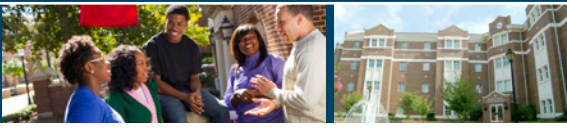


<sup>6</sup> Carey, S.R., Myrick-Harris, C., Richardson, C. (2007). UNCF Enrollment Management Program President's Survey Report. Please note that the President's Survey pre-dated the UNCF/ICB Mellon report and therefore has results that differ from the latter report.



Financial support coupled with on-site technical assistance proved to be effective in enhancing and institutionalizing professional practices in enrollment management.





own views of the strengths and weakness of their institutions’ enrollment-management practices. Among the survey’s goals: identifying factors that correlate with positive student experiences—which, in turn, correlate with positive enrollment and retention rates. Thirty-one of the 39 member institution presidents<sup>7</sup> completed the survey; their responses demonstrated widespread leadership in, understanding of and commitment to the practice of enrollment management.

Largely as a result of these findings, and those of the Mellon report, EMP is focusing its efforts on the following strategic initiatives:

- Better use of technology for student recruitment
- Centralized enrollment operations to better address student needs throughout the entire process, from recruitment on through to graduation
- Systems to ensure that financial-aid literacy becomes a priority at our member institutions at both the recruitment and retention stages
- Enrollment-management practices that are aligned with, and supportive of, the institutional mission

## SREEA: A Model for Success

In 2007, EMP partnered with Clark Atlanta University, Oakwood University, Texas College and Voorhees College to launch a pilot program built on these assessments and surveys and designed to put the strategic initiatives into practice. The result? A new, specially targeted recruitment-and-retention model called SREEA—Strategic Recruitment, Enrollment, Engagement and Assessment.

Drawn from both the on-the-ground assessment and the presidential survey, SREEA offers an enrollment-management road map for student success in higher education. (For these purposes, we define “success” as student persistence to graduation.)

These pilot institutions received technical assistance both from experts in the field and from EMP itself.

This technical assistance, meanwhile, was coupled with EMP financial support of \$450,000 per institution over three years for enrollment and retention enhancement and \$150,000 for last-dollar-scholarships for each grantee. Financial support coupled with on-site technical assistance proved to be effective in enhancing and institutionalizing professional practices in enrollment management. Scholarship dollars helped the institutions improve recruitment and retention. EMP grantees awarded 424 last-dollar-scholarships between Fall 2007 and Fall 2009.

In developing the EMP model, it was critical to ensure that professional practices and program models took into consideration racial-identity development within recruitment and retention models. Although, HBCUs serve all students, they serve primarily African American students. Strategies that take culturally specific considerations into account matter as one student describes it:



<sup>7</sup> There were 39 UNCF-member institutions at the time of the study. Paul Quinn College is no longer a UNCF-member institution.



*"At Fisk, I basked in a sea of African Americans from all over the United States, as well as the islands. For the first time, I felt truly supported and yes, even valued. I also felt I was expected to succeed. That support contributed to my leaving Fisk University after four years with a bachelor's degree in psychology."*<sup>8</sup>

EMP sought to make progress in several important areas:

- Increasing student enrollment, particularly of African American males;
- Generating more socio-economically, geographically and culturally diverse pools of students; and
- Using financial-aid, academic-support and social/emotional-support services to improve retention and enhance graduation rates.

The results of all these efforts at the four pilot sites were quite encouraging, and included the following:

- A 54 percent decrease in internal-response time to prospective-student inquiries in just the first year of the program.
- At least a 25 percent increase in applicant pools from Fall 2007 to Fall 2009.
- At two of the pilot institutions, a 13 percent increase in enrollment from Fall 2008 to Fall 2009. (At the other two institutions, there was an 11 percent decrease, due in large part to significant staffing changes within their enrollment management operations.)
- A three percent increase in African American male enrollment from Fall 2007 to Fall 2009.

While there is no one enrollment-management structure that will work for all public and private HBCUs—or, for that matter, for all institutions—SREEA provides a helpful framework that HBCUs and other minority-serving institutions

can use to assess, and improve, their current efforts. This model is not cost-free; no successful model is. SREEA calls for a commitment of sufficient human, financial and technical resources. But the payoff, we believe, is substantial. These policies and practices, tailored by individual institutions to best address their own circumstances, can lead to increased enrollment and improved retention and graduation rates.

Let's turn to some specifics.

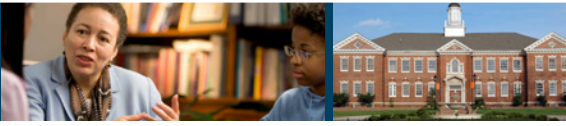
## Strategic Recruitment

Enrollment management starts long before students actually enroll. There are many critical considerations that make for a successful recruitment process. Among the important questions:

- Who are you recruiting? And where are you recruiting?
- How are you identifying the markets that will have the greatest return on investment? (In other words, are your targeted students likely to enroll? And what's the likelihood that they'll see the effort through to graduation?)

<sup>8</sup> Green, Jacquelyn, F. (2008) Racial Resilience: Shattering the Silence about Race & Black Student Success in HBCU's and PWI's. Green Enterprizes Publications





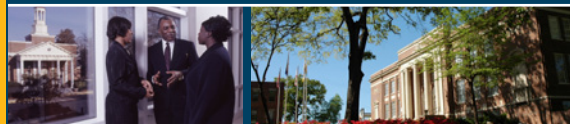
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- What is your messaging saying about who you are as an institution and what you have to offer? (In other words, are you letting potential students and their parents know why and how your academic and co-curricular offerings are better choices than those of your competitors?)
- What technologies are you employing in the recruitment process? Is your institution on Facebook? On Twitter? Are you making effective use of all available social media?

Here, in ready-to-use summary form, are strategies used by our pilot institutions to strengthen the recruitment portion of their enrollment-management operations:

- Sharpen the college's promotional messages—to parents and students alike—and highlight more effectively the benefits of this college compared to competitors.
- Find additional ways to spread that message and the broader message about the quality of programs and academic experiences at private HBCUs. Consider writing journal articles, making presentations at conferences and collaborating on research with colleagues from other types of institutions.
- Use demographics to understand local, state and national population trends, demographic shifts and emerging employment trends. This information can help shape better recruiting and admission decisions.
- Find ways to share information and other recruitment-related resources with other private HBCUs. Sharing national data sets—e.g. from the College Board or other organizations that provide names of prospective students—can be a helpful cost-saving tool.
- Build and shape the inquiry pool to generate qualified inquiries annually.
- Engage faculty, staff, students and alumni in the recruitment process.
- Incorporate available technology to allow on-line applications for admission.
- Implement a more aggressive pre- and post-application communication system to increase conversion and yield rates. Students and parents often make school decisions based on how well they feel a college or university has engaged them during the recruitment process.
- Develop electronic processing of financial aid, and synchronize financial-aid award letters with admissions notification to allow accepted students and their parents make informed decisions about where to attend college.
- Consider developing articulation agreements with local community colleges. Doing so will establish a pipeline to your institution for students seeking to continue their education and receive a four-year degree.
- Consider offering evening and weekend programs for non-traditional students.
- Identify business and industry prospects who may want to partner with you in offering continuing-education classes. These partnerships can generate additional revenue for your institution.

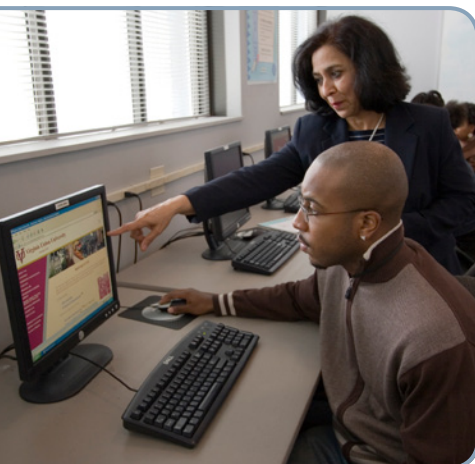




## Enrollment

Accepting a student to your institution is no guarantee that he or she will actually enroll. Nor does receiving a deposit from that student; to keep their options open, students will often send deposits to more than one institution. How you engage them from the time they're accepted until the time they arrive for freshman orientation may make all the difference in whether they actually show up on your campus. The following strategies are central to successful enrollment—and a better yield rate:

- Engage local alumni by having them contact incoming students from their immediate area.
- Have current students reach out to incoming students.
- Use social-networking tools to touch base with the students you've accepted.
- Send institutional marketing materials to each incoming freshmen, even if it's just a pen (although a t-shirt would be better!). This will create an immediate bond between the student and your institution.




- Have faculty, administrators and current students make calls to “deposited” students and participate in new student orientation activities.
- Use technology to minimize long lines for registration, and to quickly resolve financial-aid or other enrollment-related issues.
- Make good customer service central to your enrollment-management mission.
- Make sure that key administrative offices such as academic affairs, financial aid and the registrar's office collaborate in collecting and sharing data related to enrollment of new and returning students. Course-registration totals, financial-aid awards or academic dismissals are examples of this kind of data.

## Engagement

Student engagement is at the core of student persistence. Institutions must not only focus on engaging students during their first year, but throughout their academic careers. Consider these successful strategies for keeping your students engaged over the long haul:

- Create a comprehensive three-to-five-year plan that uses the expertise and resources of all stakeholders (administrators, faculty, staff and students) to ensure student retention and success. Such a plan should include mentoring programs and training for faculty advisors, as well as early-warning systems for students with academic or other problems.
- Identify risk factors that impede student retention, and ensure that each factor is considered in the plan.
- Create discipline-specific organizations and honor societies. And don't forget those at the other end of the grading curve: provide strong academic-support systems for at-risk students, too.





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- Encourage student clubs and organizations to ensure that the campus has a strong and viable student-centered approach. And adopt strategies that focus on student “wellness.”
- HBCUs have long been noted for providing leadership opportunities to their students, helping them to develop a valuable sense of self-efficacy. Implementing racial identity development within leadership programs is also important to helping students develop a strong sense of self. Make sure your student-leadership program connects to both your institution’s overall mission and to the learning outcomes you expect your students to achieve.
- Encourage faculty/student research activities as a central part of the academic process. Students who engage in research with faculty have a greater likelihood of completing their education.
- Create partnerships with other universities, both domestic and international. These partnerships can expand academic offerings and study-abroad opportunities for your students, while opening your doors to students from elsewhere.



- Similarly, internships that connect theory and practice can make learning really matter to your students. Partner with companies willing to offer internships to students. When students can make a connection between the classroom and their career aspirations, there is a greater commitment to keep at it until graduation.
- Be sure to establish career services as a core service to students and their parents. Offer these critical services not just when students first arrive on campus, but prior to enrollment and throughout a student’s undergraduate career.
- Cross-train staff in key student-service offices, and ensure that the training is done on an on-going basis. Better training should reduce the number of students and/or

parents being sent from office to office to get questions answered or problems resolved.

- Provide customer-service training on a rotating basis for the entire campus community. When colleges and universities show that students matter, those students have a deeper engagement with the institution. They’re also much more likely to become happy alumni and effective ambassadors for the institution.
- Partner, too, with graduate programs, and become a source for master-level interns in counselor education and higher education administration. Doing so will expand the capacity of your retention initiatives, while providing practical experience for students in graduate programs.
- Incorporate available technology to allow on-line registration for courses and financial aid.



## Assessment

Assessing student satisfaction is an important component of enrollment management. The only way that colleges and universities can effectively redress concerns, enhance services and meet student needs is to *ask the students themselves*.

For many colleges and universities, student surveys are a yearly occurrence and a cornerstone of enrollment-management practices. But while many HBCUs employ national student surveys, a recurring theme in EMP's work with member institutions is those surveys' lack of cultural relevancy.

Belonging to a group, having shared beliefs, norms and experiences, is something that African American students do not have to think about at HBCUs. At HBCUs, their culture is celebrated and uplifted, providing tangible evidence that the goals they have set for themselves are achievable. This may not be the case for African American students on non-HBCU campuses, and it offers an advantage to HBCUs looking to recruit and retain African American students.

- Enrollment-management leaders, in collaboration with key academic and institutional leaders, should develop institution-specific surveys for first- and second-year students, for those who “stop out” or drop out and for graduating seniors. The data collected in these surveys should then be used for program development and enhancement.
- **Your enrollment-management decision-making should always be data driven.**

And because of the importance of considering individuals' opinions, beliefs and behaviors in the context of their culture, student-satisfaction studies need to include questions that speak to the particular experiences of the students being surveyed. If colleges and universities want to understand how African American students, or other students of color,

experience their campuses, they may want to rethink the tools they use to determine student satisfaction. One effective way to develop tools to determine student satisfaction at an HBCU is for the enrollment management leader to work with the campus's institutional effectiveness office. The student-satisfaction survey could be developed to take into consideration the nuances of the particular institution. Questions might include:<sup>9</sup>

1. What were your expectations of this institution before enrollment?
2. What were your reasons for attending this institution?
  - A. History
  - B. Academics
  - C. Family
  - D. Other
3. How have you changed since coming to college?

The better the questions we ask, the more valuable the data we'll collect—and the more effectively we'll be able to fulfill our vital mission now and in the years to come.



<sup>9</sup> University of Phoenix, Grant: The Morehouse Male Initiative/UNCF Institute for Capacity Building and The Frederick D. Patterson Research Institute Study on Success Factors of African American male students.



## Summing Up

Historically black colleges and universities continue to attract hundreds of thousands of African American and other students of color; these students seek both a college education and empowering environments in which they can affirm their identities and bolster their sense of self-efficacy and self-esteem. Both public and private HBCUs are central to our nation's goal of increasing the number of college graduates, and UNCF's expanded role in its work with its member colleges and universities has made this an especially exciting time for private HBCUs.

But the results of the EMP baseline assessment and the presidential survey also make it clear: If private HBCUs are going to continue to be viable choices for African American students, they must also enhance and update their enrollment operations and institutional infrastructure to reflect best practices in enrollment management. The changing demographics of our country make it imperative that HBCUs act now to become more proactive, responsive and vigilant in these efforts.



The question, in short, is this: How can HBCUs build upon their history of achievement in providing educational access to underserved students and strengthen their enrollment-management practices to help UNCF achieve its goal to double the number of graduates from member institutions by 2020?

Several steps must be taken. First, HBCUs must understand the things that they do well—developing student leadership, creating a nurturing environment, fostering civic engagement—and build upon that legacy and track record. Secondly, they need to revisit policies, practices and systems that no longer help provide a quality experience for students, faculty and other key stakeholders. Instead, institutions need to adopt and adapt those policies, practices and systems that

have proven successful in helping move students from enrollment to graduation.

Assisted by careful and thoughtful engagement with EMP, many UNCF-member institutions are aggressively tackling the myriad of challenges to student persistence and success. These steps have helped these institutions become more accountable to students, parents, funders (and potential funders) and other key stakeholders.

Historically black colleges and universities, like all of our nation's colleges and universities, are committed to excellence and continue to work toward that end. Through the Institute for Capacity Building's Enrollment Management Program, UNCF is helping to ensure that these private institutions continue to thrive as they seek to educate African American and other students who are attracted to their academic offerings, culture, history and sense of community.





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