

June
2014

Chief Enrollment Management Officer
Career Profile Report



AACRAO

Advancing Global Higher Education

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Foreword

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) undertakes research projects that keep our membership and the higher education community informed about current and emerging practices in strategic enrollment management. This survey is the first of its kind conducted by AACRAO and attempts to build a foundation of understanding of the career profile and position responsibilities for the chief enrollment management officer (CEMO) in the United States. It will serve as a benchmark for trends in this field as we complete future editions of the survey.

We would like to acknowledge the earlier article on a related subject by Schulz and Lucido¹ and similar reports by NACUBO for chief business officers². We would further like to acknowledge the AACRAO members who responded to the survey. Thanks to their willingness to share their time, personal information, career paths and current responsibilities, this report offers a much needed quantified look at the functions and career paths of CEMOs.

¹ *Who We Are: An In-Depth Look at the Educational Backgrounds, Career Paths and Development Needs of Chief Admission Officers and Enrollment Managers*, Scott Andrew Schulz and Jerome Lucido, *Journal of College Admission*, Spring 2011.

² *2010 Profile of Higher Education Chief Business and Financial Officers* and *2013 National Profile of Higher Education Chief Business Officers* (www.nacubo.org)

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Executive Summary

This report is designed to provide a glimpse into the career profile and daily responsibilities of CEMOs in the United States (U.S.). It is the first AACRAO survey on this subject; we intend to update it every few years so that it continues to reflect accurate information.

The survey consisted of five short sections with questions about the respondent's:

- Current position
- Career history
- Career aspirations
- Current portfolio of responsibilities and level of involvement for each (e.g., responsible, supervise, participate, inform)
- Basic demographic information

The survey was sent electronically using the FluidSurveys³ platform to a list of AACRAO members who were selected by their **position title** as most likely to be the CEMO of their institution. That criterion generated 615 candidates. The overall response rate was 24.9% (n=153). The respondents represented U.S. institutions of varying sizes, control and types.

From this data, we have concluded that a CEMO in the U.S. has these characteristics:

- male
- identifies as white
- spent most of his career in higher education
- has a master's degree
- reports to the chief executive officer of the institution
- has 7.5 direct reports

³ www.fluidsurveys.com



- has worked at 3.6 institutions
- has been in his current position 5.4 years

The results of this survey should contribute to an appreciation of the career path and position responsibilities of CEMOs in the U.S. and may also provide career guidance information to those who aspire to become CEMOs.



Introduction and Survey Methodology

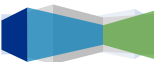
The survey population includes CEMOs representing U.S. institutions ranging in size from under 1,000 to over 20,000 students. Institutional types represented in the results were the same as in the original recipient list. That is, our responses included CEMOs from every institution type we sought data from. They are:

- Graduate and/or professional,
- Two-year lower division only,
- Four-year undergraduate only and,
- Four-year comprehensive institutions.

Sample institutional control included public and private nonprofit schools. A small sample (n=4) of private propriety institutions received the survey but were not among the respondents.

As mentioned, recipients were selected from the current AACRAO membership list by identifying those who have a position title most likely to be the chief enrollment management position. To confirm the validity of this criterion, recipients were asked to indicate whether or not their position was formally identified as the CEMO of their institution. Respondents that indicated “No” (n=18) or were blank (n=3) were removed from the analysis. By this criterion then, the final valid response rate was 24.9% (n=153).

The survey instrument and email invitation (Appendix A) were sent electronically to 615 member email addresses on February 25, 2014. The survey was open to responses through March 10th, 2014. Reminder emails were sent both to those who started the survey and those who had not started the survey. The survey platform allowed dynamic flexibility in the questions. That is, not all respondents were asked all of the questions. Instead, based on the respondents’ answers to each question, some subsequent questions were either shown or suppressed. Further, we did not “require” respondents to answer all proffered questions;



respondents were free to skip questions. Given these two factors, the number of responses for any given question did not always total 153. A survey completion incentive was provided to AACRAO members in the form of a random drawing for one AACRAO conference registration for the 2014 conference year. Finally, the responses were analyzed using a combination of the built-in functionality in the FluidSurveys platform and Microsoft Excel (primarily using pivot tables).

The AACRAO member institution size, type and control categories used in this report are based on the following definitions and sources. The enrollment value used to delineate the institution size category is defined as full-time enrollment plus 1/3 of part-time enrollment and is based on the enrollments reported by the institution to the U.S. Department of Education National Center for Education Statistics (NCES). Institution type and control values are also defined by and verified through NCES criteria.

Figure 1 displays the distribution of respondents by institutional size. With the exception of system office respondents (n=1), institutional sizes were fairly evenly represented. The highest percentage of responses (24%) came from institutions with enrollments of 1,000 to 2,499.

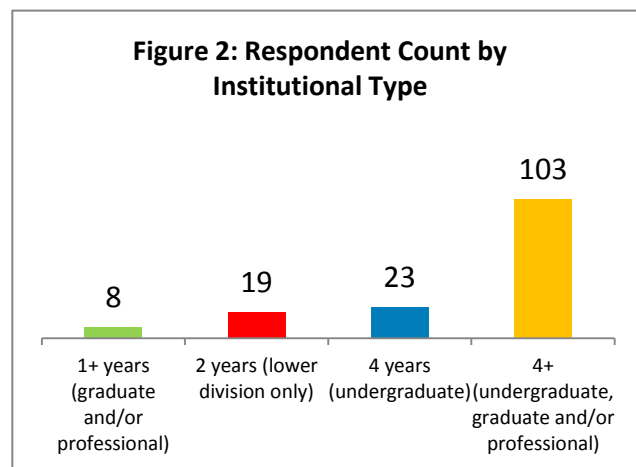
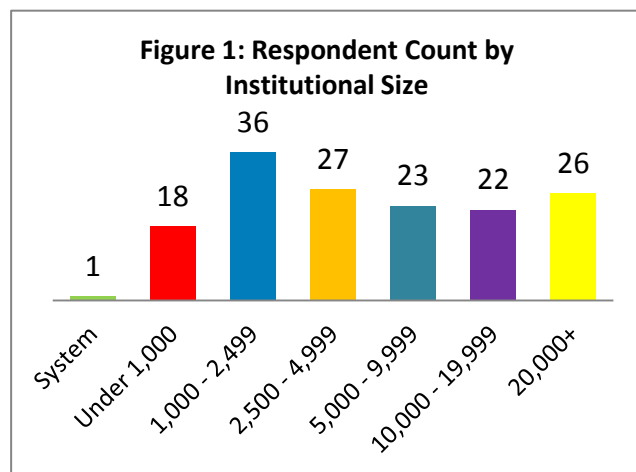
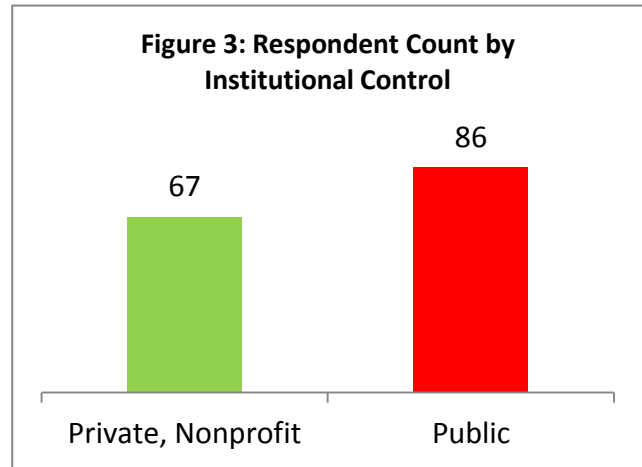


Figure 2 illustrates the distribution of respondents by institutional type and the majority are from 4+ year institutions (67%). This skewing towards 4+ year institutions in the sample set engenders an important and as yet unanswered question: are CEMO positions more prevalent at this type of institution than in other types sampled in this survey.



The respondent count by institutional control is displayed in Figure 3. Fifty-six percent (56%) of respondents are from public institutions and 44% represent private, nonprofit institutions. Response counts by institution control, type and size are in Table 1.

Table 1: Respondent Count Cross Tabulation

Private, Nonprofit	67
<i>1+ years (graduate and/or professional)</i>	7
Under 1,000	5
1,000 - 2,499	2
<i>2 years (lower division only)</i>	2
Under 1,000	1
1,000 - 2,499	1
<i>4 years (undergraduate)</i>	19
Under 1,000	5
1,000 - 2,499	9
2,500 - 4,999	4
10,000 - 19,999	1



**Table 1: Respondent Count Cross Tabulation
(Cont.)**

4+ (undergraduate, graduate and/or professional)	39
Under 1,000	6
1,000 - 2,499	16
2,500 - 4,999	10
5,000 - 9,999	5
10,000 - 19,999	1
20,000+	1

The remainder of this report is organized by the five survey sections described in the Executive Summary, namely current position; career history; career aspirations; current portfolio of responsibilities; and demographics.

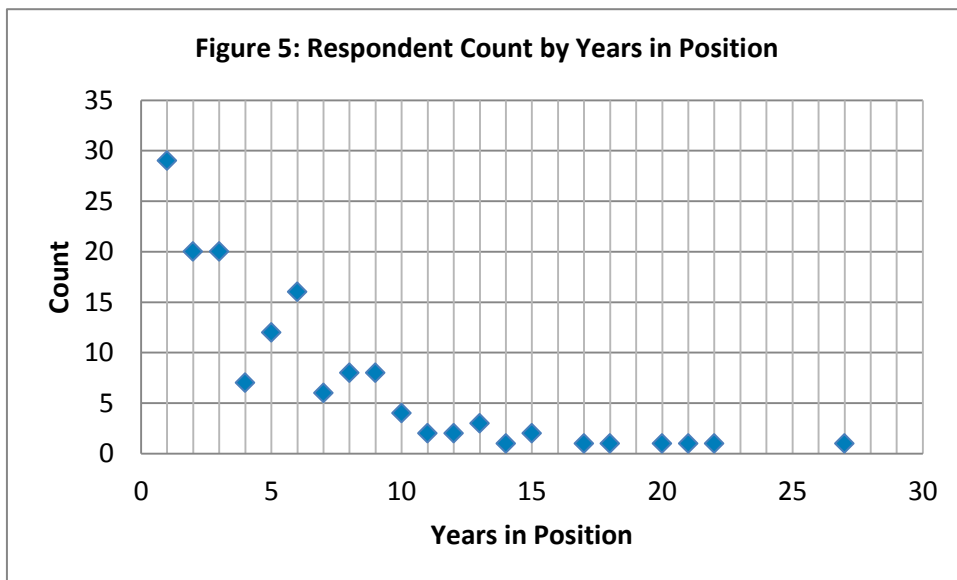


Section 1: Current Position

In addition to time in position, we also examined the CEMO's positional context within his or her institution.

Time in Position

Of the 153 respondents, 146 answered the question asking in what year did they assume their current position. We calculated their years-in-position (in whole years) from their answers. Figure 5 shows these tenures as a function of respondent count. Nineteen point eight percent (19.8%) of respondents have been in their current position 1 year or less. More than half (60%) have been in their position five years or less. The survey did not ask if this position was the respondent's first CEMO position.



Reporting Lines

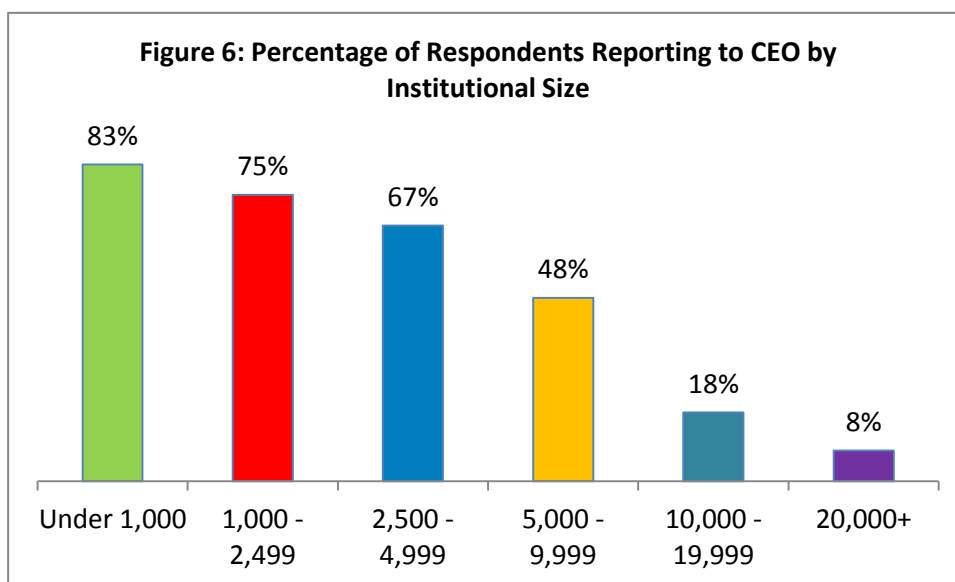
In the aggregate, half (50.3%) of respondents report directly to the chief executive officer (CEO) of the institution and one quarter (25.5%) report to the provost (Table 2). Among private, non-profit institutions 76% report directly to the CEO whereas only 30% of respondents from public institutions reported to that level. The next most common reporting line at public institutions is to the provost (38%). In this sample, we found that it is more likely for the chief enrollment management position to report to the CEO at smaller institutions. Only 8% of respondents from institutions with an enrollment of 20,000+ report to the CEO. On the other end of the scale, 83% of respondents from institutions with fewer than 1,000 students report to the CEO (Figure 6).

Table 2: To Which Position Do You Report?

Response	Chart	Percentage	Count
Chief Executive (President, Chancellor, or inst. equivalent)		50.3%	77
Provost		25.5%	39
Vice President		11.1%	17
Assoc./Asst. Vice President		2.0%	3
Other, please specify...		11.1%	17
Total Responses			153

Among the “Other” responses, two listed a dual reporting line to the president and provost. Another three report to executive vice presidents, one reports to a division dean and one to an associate dean. Appendix B contains the unedited “Other” responses.





In the survey we also asked to which division the CEMO reported to (Table 3), whether their position was considered part of the executive leadership team and under how many CEOs they have served in their current position. Sixty six point five percent (66.5%) report either to the CEO's division or to the Academic Affairs division. Seventeen point one percent (17.1%) report through an Enrollment Management division. A further 1.3% (n=2) report to Institutional Advancement. See Table 3.

Table 3: To Which Institutional Division Do You Report?

Response	Chart	Percentage	Count
Chief Executive		36.2%	55
Academic Affairs		30.3%	46
Business Affairs		0.0%	0
Enrollment Management		17.1%	26
Institutional Advancement		1.3%	2
Student Affairs		9.2%	14
Other, please specify...		5.9%	9
Total Responses			152



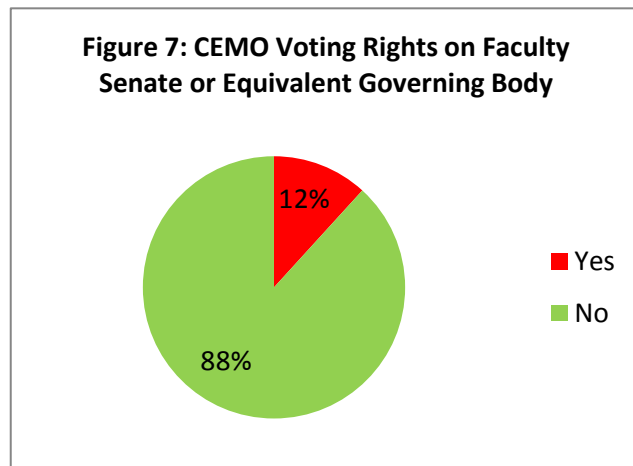
Sixty-eight percent reported that their position is part of the executive leadership team (i.e., president’s cabinet or equivalent). Most (58%) have reported to only one CEO in their current position, 29% to two and 13% have reported to three or more CEO’s.

Relationship with Faculty Senate or Equivalent

Even though we understand that effective strategic enrollment management requires the engagement of the whole institution, we found that only 7.8% of CEMOs have a formal relationship with the faculty senate or equivalent (Table 4). Almost 12% (n=18) reported that they have voting rights on the faculty senate or equivalent governing body (Figure 7).

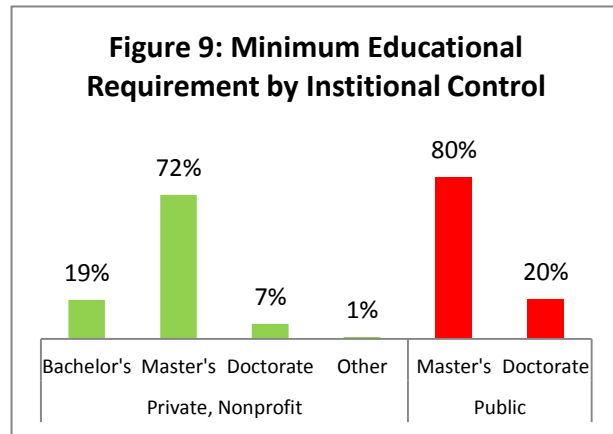
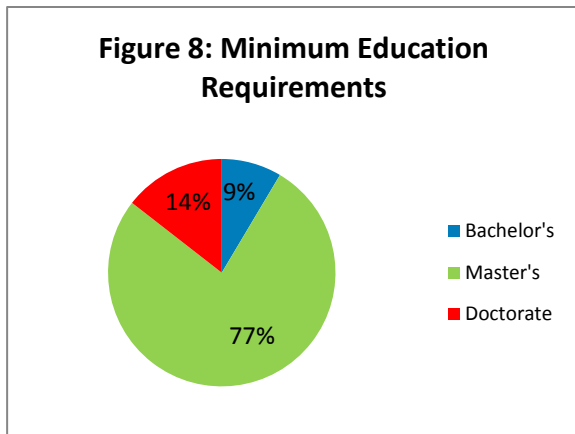
Table 4: Reporting Relationship with the faculty Senate or Equivalent

Response	Chart	Percentage	Count
Yes, a formal reporting relationship.		7.8%	12
Yes, informal. Appear as requested.		47.1%	72
No.		45.1%	69
Total Responses			153



Minimum Education Requirement for Current Position

In the sample, a master's degree (77%) is the most common minimum requirement for the CEMO position (Figure 8). Only respondents from private, nonprofit institution reported a bachelor's degree as the minimum requirement (Figure 9).



Section 2: Career Path

Career in Higher Education

In the second part of the survey, we asked respondents to answer questions about their career histories. Questions covered topics such as time spent in higher education, total years of experience in higher education, career path, future career plans and other related topics. Almost 63% of the respondents have more than 20 years in higher education. Fewer than 3% in the position of chief enrollment management officers have less than 10 years in higher education (Table 5).

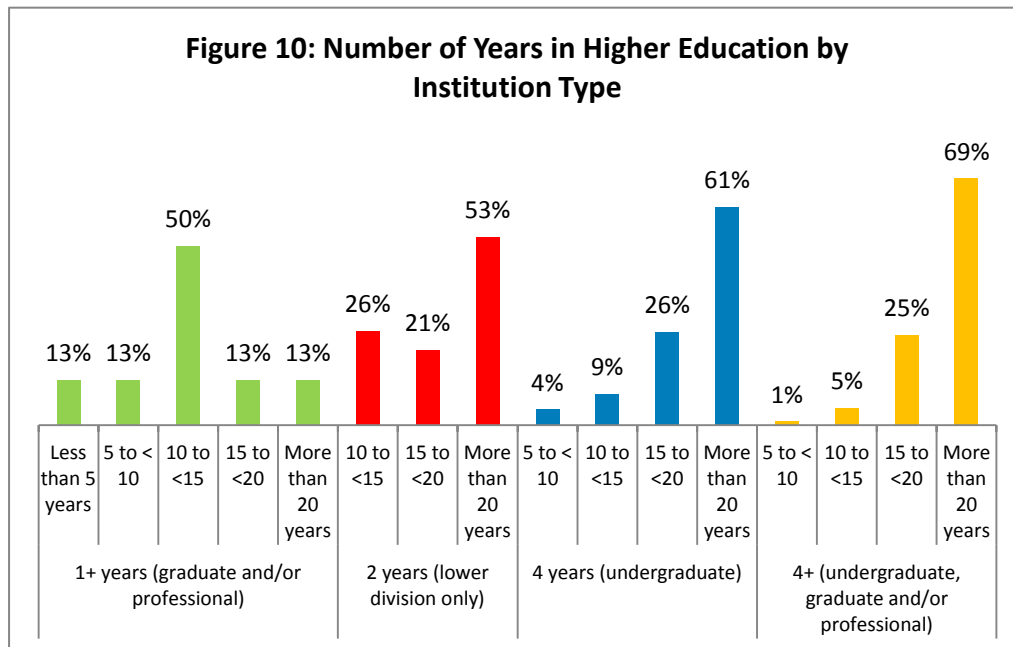
Table 5: Total Years in Higher Education

Response	Chart	Percentage	Count
Less than 5 years		0.7%	1
5 to 9		2.0%	3
10 to 14		10.5%	16
15 to 19		24.2%	37
More than 20 years		62.7%	96
Total Responses			153

Most (77.8%) have spent their entire working careers in higher education and as such came into their current position from another position in the field. Others (15.7%) came to their current position having moved in and out of higher education, and 6.5% came from outside of higher education to their current position.

The career path of CEMOs varies little by institutional control, type and/or size. Respondents who said that they have not spent their entire career in higher education were further asked to specify what percentage of their career has been in higher education. About 91% indicated that over half of their careers had been in higher education. Figure 10 differentiates the number of years in higher education by institution type.





Sixty percent (60%) of respondents indicated that their position immediately before their current position was not an enrollment management position (Appendix F). Most reported their previous position was in admissions and recruitment (37%). Another 20.7% indicated enrollment services. Others moved from the registrar, compliance, international education, financial aid, information technology and elsewhere.

Number, Type and Control of Previous Institutions

On average, respondents have worked at 3.6 institutions in their career. Eighty percent (80%) have worked at more than one institution. Figures 11 plots the number of respondents by the number of institutions at which they have worked. Respondents were asked to indicate all other institutional types and institutional control types at which they have worked. Table 6 summarizes the other institutional types. “Other” responses to this question included those listed in the next page.



- International education firm
- Two-year private
- Land grant college
- Special focus/arts
- Non-profit student loan secondary market
- Performing arts conservatory
- Doctoral granting that also granted associate degrees

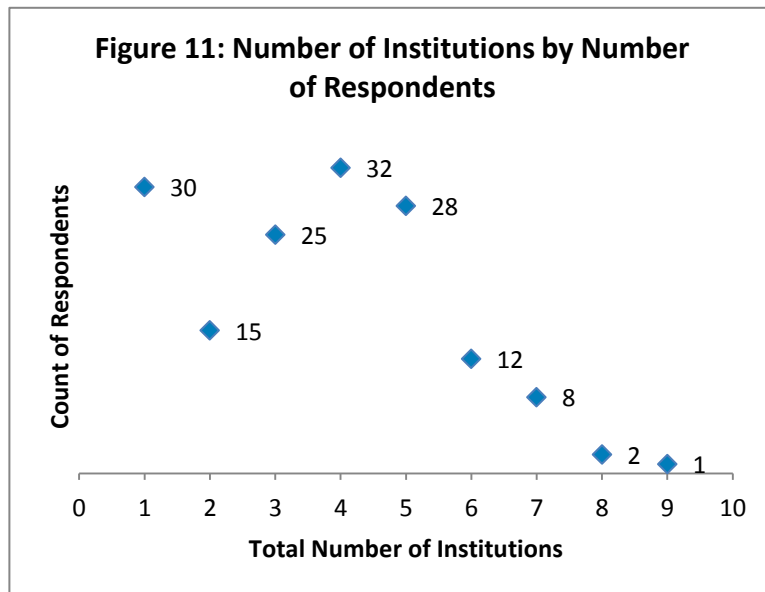


Table 6: Types of Institutions

Response	Chart	Percentage	Count
Doctorate-granting institution		63.1%	77
Master's college or university		59.8%	73
Baccalaureate college or university		34.4%	42
Community or Technical College		21.3%	26
Graduate or professional schools		8.2%	10
State or district system office		0.8%	1
Other, please specify...		6.6%	8
Total Responses			122



Table 7 highlights the institutional control types at which respondents have worked.

Table 7: Institutional Control			
Response	Chart	Percentage	Count
Public		65.3%	79
Private, non profit		63.6%	77
Private, for-profit		9.9%	12
State system or district control		21.5%	26

Section 3: Career Aspirations

Anticipated Next Career Move

When we asked respondents to indicate their planned next career move, 20.5% indicated they intended to retire, 21.2% intended to seek a chief executive position, and 31.1% were undecided. Table 8 summarizes the details of the responses to the “next career move” question. “Other” responses included the following:

- Possibly work for a private non-profit liberal arts college/university.
- Same position, different institution.
- Consultant
- Working in a statewide system with Higher Ed responsibilities
- Possibly consulting in higher education
- VP of Enrollment at another institution
- Chief enrollment officer position at another institution
- Consultant
- Associate Dean/Dean



Table 8: Next Career Move

Response	Chart	Percentage	Count
Chief Executive		21.2%	32
Different administrator position within higher education		18.5%	28
Work outside of higher education		1.3%	2
Faculty		1.3%	2
Retire		20.5%	31
Don't know or undecided		31.1%	47
Other, please specify...		6.0%	9
Total Responses			151

We asked about career move timelines. About 20% of respondents do not know when their next career move might be and 3.9% want to make their next career move in less than a year. The remainder were about evenly divided on either side of the four year point. (Table 9).

Table 9: Time to Next Career Move

Response	Chart	Percentage	Count
Less than one year		3.9%	6
1 to 3 years		36.6%	56
4 or more years		39.9%	61
Don't know or undecided		19.6%	30
Total Responses			153

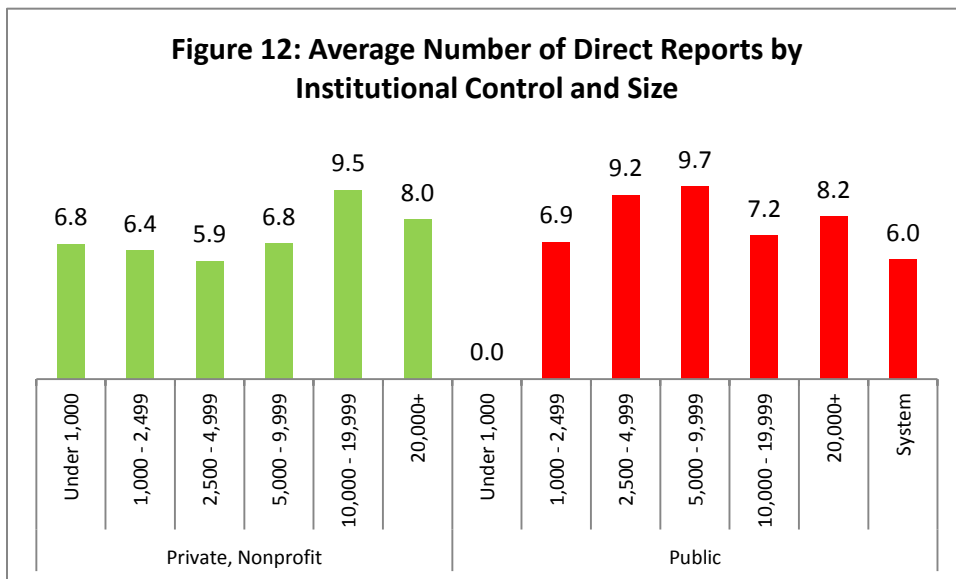


Section 4: Current Portfolio of Responsibilities

In this section we asked questions about the number of direct reports, service on institutional committees and portfolio of responsibilities.

Number of Direct Reports


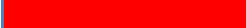



To indicate their current number of direct reports, respondents were able to choose an integer value from 0 to 25. In retrospect, we should have made the range bigger because a few respondents selected 25 direct reports, which may indicate that they have more than 25. However, given this range, the data indicate that CEMOs have an average of 7.5 direct reports. Figure 12 summarizes the direct report data by institutional control and size. However, because of the range limits cited above, these averages may not be representative.



Institutional Committees

This response category is probably the most informative with respect to CEMO job scope. As we expected, most CEMOs serve on a large number of committees. Respondents were able to select more than one committee from a list of five committee titles we provided. Further there was the opportunity to add up to two more committee titles (Appendix G). Appendix G is by far the most complex of the appendices in this report and, when viewed along with Table 10, clearly indicates that there are many, many demands on CEMOs' time. Just *some* of the additional committees listed by respondents included admissions, compliance, human subjects, institutional advancement, distance education, retention, budget, CRM, diversity, accreditation, and technology.

Table 10: Institutional Committees

Response	Chart	Percentage	Count
Strategic enrollment management		82.0%	123
Strategic planning		73.3%	110
Academic policy		29.3%	44
Student success/retention		80.0%	120
Student information system		44.7%	67

Portfolio of Responsibilities

We designed this section to capture CEMO functional responsibilities and attempt to gauge levels of involvement for each. We created a list of 14 functions from which respondents chose and we defined levels of involvement as follows:

- Responsible = not a delegated function;
- Supervise = delegated and supervised;

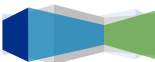


- Participate = neither supervise nor delegate but influence decisions related to that function;
- Inform = relay information about a function but have no decision making influence or authority;
- N/A = none of these.

The responses are summarized in Table 11 (n=152).

Table 11: Portfolio of Responsibilities

	Responsible	Supervise	Participate	Inform	N/A
Recruitment	34.2%	61.2%	2.0%	2.0%	0.7%
Admissions processing	32.9%	62.5%	3.9%	0.7%	0.0%
Records and registration	18.4%	41.4%	12.5%	19.7%	7.9%
Financial aid	26.3%	55.9%	8.6%	5.3%	3.9%
Retention/student success	21.1%	25.0%	44.7%	5.9%	3.3%
Institutional research	3.3%	8.6%	67.8%	16.4%	3.9%
Enrollment research	50.7%	30.9%	17.8%	0.7%	0.0%
Academic advising	5.3%	14.5%	25.7%	38.8%	15.8%
Academic skills support	2.0%	8.6%	19.7%	34.9%	34.9%
Career services	4.6%	13.8%	13.8%	32.2%	35.5%
Recruitment marketing	32.9%	48.7%	13.2%	2.0%	3.3%
Institutional marketing	12.5%	15.8%	62.5%	5.9%	3.3%
Institutional enrollment goals	73.0%	12.5%	11.2%	1.3%	2.0%
Acad. college/dept. enrollment goals	25.7%	13.2%	40.8%	16.4%	3.9%
Veteran services	12.5%	30.3%	28.9%	13.2%	15.1%

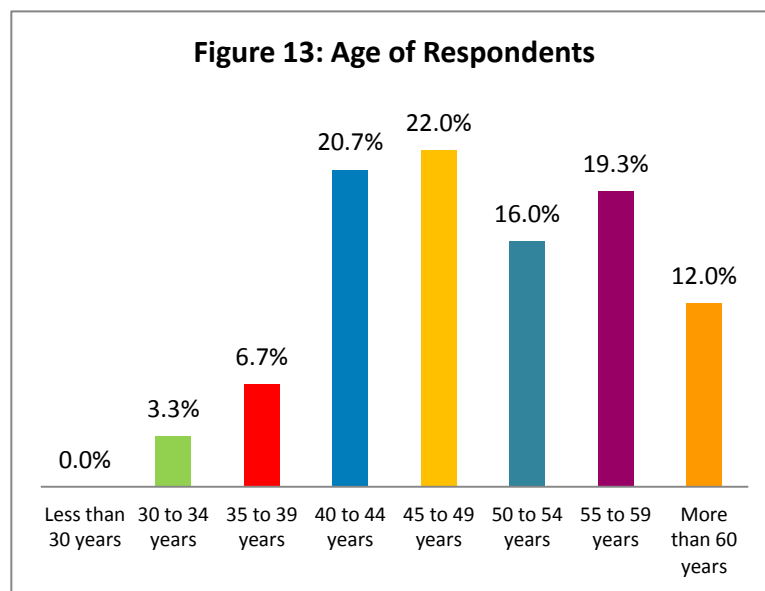


Section 5: Demographics

In this final section we asked respondents to voluntarily provide basic demographic information including age, gender, ethnicity, and educational attainment.

Age

Given that the chief enrollment management position is a senior level position requiring a great deal of experience and expertise, we were not surprised to see that only 10% of the respondents who answered the question about their age (n=150) were under 40 years of age (Figure 13).



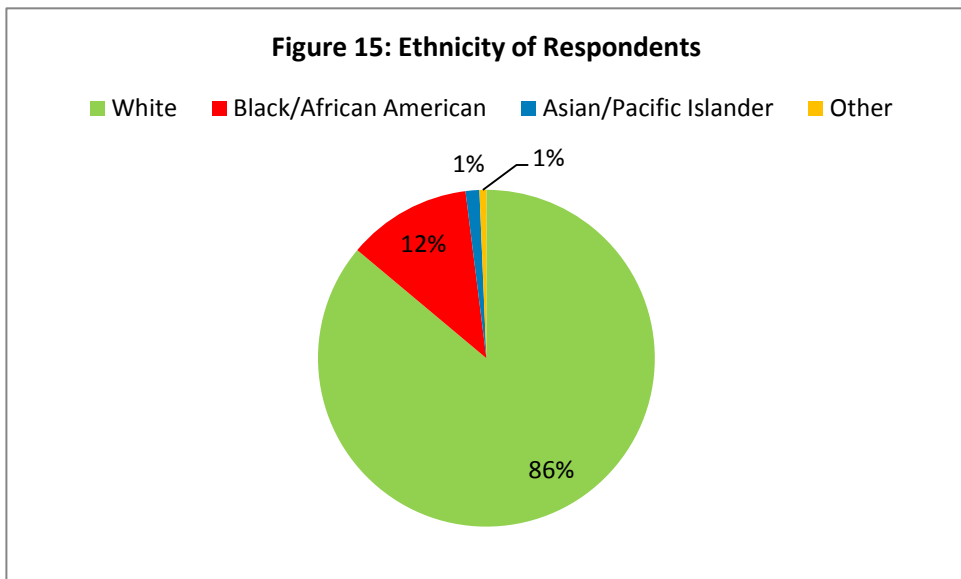
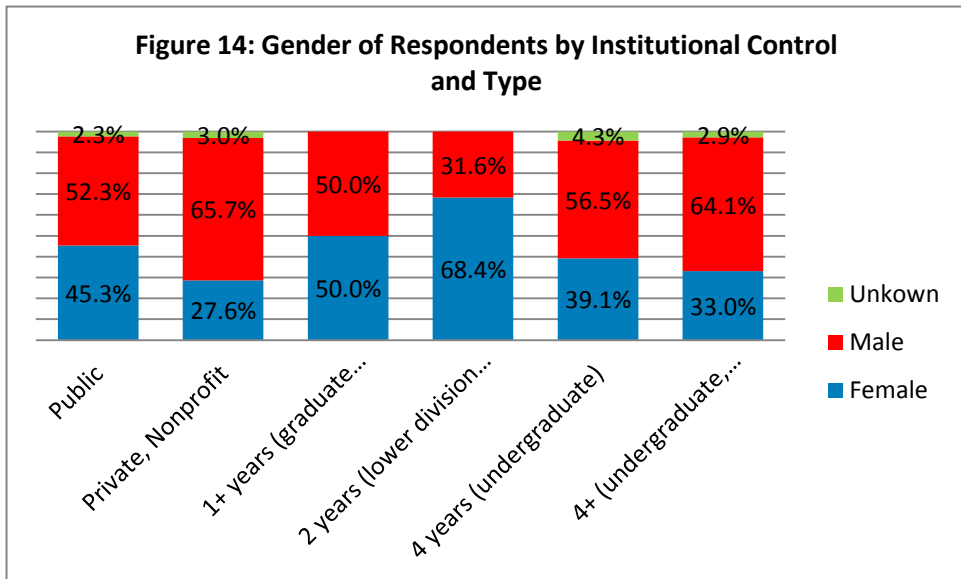
Gender and Ethnicity

Figures 14 and 15 summarize our findings in these two categories. Overall, women represented 39.2% (n=60) of respondents. We found that males (n=89) are more likely to hold the position



at private, nonprofit institutions (65.7%) and at 4+ year institutions (64.1%) while women are more likely to be the chief enrollment management officer at 2-year institutions (68.4%).

Four point six percent (4.6%) (n= 7) identify as Hispanic or Latino. Eighty six percent (86%) (n= 13) self-report as white, 12% (n= 18) as black/African American, 1% (n=2) Asian/pacific islander and “other” (n=1).



Educational Attainment

Over half (57%) held a master's degree when they assumed the position. A further 36.4% held a doctorate or were "All but Dissertation" and one held a Juris Doctor. Eleven point three percent (11.3%) (n=17) have completed another degree since assuming their position. Of those, four earned a master's and 13 earned a doctorate. In all, 50% of respondents currently hold a doctorate. Comparatively, NACUBO reported in their *2010 Profile of Higher Education Chief Business and Financial Officers*⁴ that 11% of chief financial officers and 82% of chief academic officers hold a doctorate.



⁴ 2010 National Profile of Higher Education Chief Business Officers (www.nacubo.org)

Closing

As we noted in the Executive Summary, this is our first survey of the chief enrollment management officer position characteristics. We received a credible set of responses to our survey and we found that a typical CEMO in the U.S. has these characteristics:

- Is a male
- Self identifies as white
- Has spent most of his/her career in higher education
- Reports to the chief executive officer of the institution
- Has 7.5 direct reports
- Has worked at 3.6 higher education institutions
- Has been in his current position 5.4 years
- Serves on a number of institutional committees and has a broad range of responsibilities

We intend to replicate the survey periodically and we welcome feedback on this one.



Appendix A: Survey Cover Email and Instrument

Survey Cover Email

Dear [First Name],

We would like to invite you to help other professionals by completing the AACRAO Enrollment Management Career Profile survey. This survey will help AACRAO identify the career path and professional development needs of enrollment management administrators. This data will provide a comparative profile across institutional types as well as provide insight for current members who are seeking a future move to a chief enrollment management position.

The survey should take about 15 minutes to complete. All who complete the survey will be eligible for a drawing of one free AACRAO conference registration of their choice for the 2014 conference year. A summary report will be published by AACRAO in Spring 2014.

All answers will remain strictly confidential. Data will be reported in the aggregate.

If you would like to participate, please visit "[Invite Link]"

This link is uniquely tied to this survey and your email address. Please do not forward this message.

Thank you for your participation,

Sincerely,
Mike Reilly
Executive Director



AACRAO 2014 Enrollment Management Career Profile Survey

Section 1: Your current position

What year did you assume your position?

Is your position the Chief Enrollment Management position for your institution?

- Yes
- No

To whom do you report?

- Chief Executive (President, Chancellor, or institutional equivalent)
- Provost
- Vice President
- Assoc/Asst Vice President
- Other, please specify... _____

To which institutional division do you report?

- Chief Executive
- Academic Affairs
- Business Affairs
- Enrollment Management
- Institutional Advancement
- Student Affairs
- Other, please specify... _____

Under how many Chief Executives have you served in this position? (Use the slider to select a number)

Do you have a reporting relationship with the faculty senate or equivalent faculty governing body?

- Yes, a formal reporting relationship.
- Yes, informal. Appear as requested by the faculty senate or equivalent faculty governing body.
- No.

Do you have voting rights on the faculty senate or equivalent faculty governing body?

- Yes
- No



What is the minimum education requirement for your current position?

- Bachelor's
- Master's
- Doctorate
- Other, please specify... _____

Is your position part of your institution's executive leadership team (the President's Cabinet or equivalent)?

- Yes
- No

Section 2: Your career history

Choose a career path that most accurately describes your career progression in higher education.

- Whole career in higher education
- Came to current position from outside of higher education
- Came to current position by moving in and out of higher education

What percentage of your total career has been spent in higher education?

- 50% - 99%
- 25% - 49%
- less than 25%

How many total years of experience do you have in higher education?

- Less than 5 years
- 5 to
- 10 to
- 15 to
- More than 20 years

If your most recent position was not in Enrollment Management, from what area did you move from into your current position?

- Admissions/Recruitment
- Advising
- Faculty
- Financial Aid
- Enrollment Services
- Institutional Research
- Information Technology
- Other, please specify... _____



Have you worked at more than one institution?

- Yes
- No

Excluding your current institution, how many higher education institutions or organizations have you worked?

Use slider to indicate your response.

Excluding your current institution, which type(s) of institutions have you worked at in higher education? Check all that apply.

- Doctorate-granting institution
- Master's college or university
- Baccalaureate college or university
- Community or Technical College
- Graduate or professional schools (medical, law, other professional programs)
- State or district system office
- Other, please specify... _____

Excluding your current institution, what type(s) of institutional control have you experienced in your career in higher education? Check all that apply.

- Public
- Private, non profit
- Private, for-profit
- State system or district control

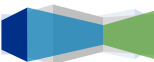
Section 3: Career Aspirations

What is your anticipated next career move?

- Chief Executive
- Different administrator position within higher education
- Work outside of higher education
- Faculty
- Retire
- Don't know or undecided
- Other, please specify... _____

When do you anticipate making your next career move?

- Less than one year
- 1 to 3 years
- 4 or more years
- Don't know or undecided



Section 4: Your current portfolio of responsibilities

How many direct reports do you have? (Use the slider to select a number)

What institutional committees do you serve on?

Please check all that apply.

- Strategic enrollment management
- Strategic planning
- Academic policy
- Student success/retention
- Student information system
- Other, please specify... _____
- Other, please specify... _____

Please indicate what is included in your portfolio of responsibilities and your level of involvement for each.

Responsible = not a delegated function; Supervise = delegated and supervised; Participate = neither supervise nor delegate but influence decisions related to that function; Inform = relay information about a function but have no decision making influence or authority; N/A = none of these.

	Responsible	Supervise	Participate	Inform	N/A
Recruitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Records and registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retention/student success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic skills support (e.g., writing, math)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruitment marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional enrollment goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic college/department enrollment goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Section 5: Your demographics

What is your age?

- Less than 30 years
- 30 to 34 years
- 35 to 39 years
- 40 to 44 years
- 45 to 49 years
- 50 to 54 years
- 55 to 59 years
- More than 60 years

What was your level of educational attainment when you assumed your position?

- Bachelor's
- Master's
- Doctorate
- Other, please specify... _____

Have you completed another degree since assuming your current position?

- Yes
- No

What type of degree did you earn?

- Bachelor's
- Master's
- Doctorate
- Other, please specify... _____

Your gender

- Male
- Female
- Other

Are you Hispanic or Latino?

- Yes
- No

What is your race/ethnicity? Check all that apply.

- White
- Black/African American
- Asian/Pacific Islander
- American Indian/Alaskan Native
- Other, please specify... _____



Appendix B: Self-Reported “Other” Reporting Lines and Divisions

Question:

To whom do you report? (Other, please specify...)

#	Response
1.	Executive Vice President
2.	President
3.	Senior Vice Provost
4.	President and Provost
5.	Assistant Vice Chancellor
6.	Associate Provost for Academics
7.	I report to the "box" which is the President and Provost.
8.	Dean
9.	Executive Vice President
10.	Executive VP
11.	Vice Provost
12.	Vice Provost
13.	Division Dean
14.	I have a dual reporting structure to the president and provost
15.	Executive Vice President
16.	Dual report to Provost and President
17.	Associate Dean for Student Affairs

Question:

To which institutional division do you report? (Other, please specify...)

#	Response
1.	Lead Division of enrollment Mgt, don't report to it.
2.	Enrollment and Planning
3.	Student Affairs and Enrollment Management
4.	Executive Vice president [sic]
5.	We are blended: Academic and Student Affairs
6.	we are our own division
7.	academic and student affairs - soon to move to student affairs only
8.	The Division of Enrollment Management and Student Affairs
9.	Strategic Operations. The first year was within Academic Affairs,[sic] the new President reorganized and shifted Enrollment Management to a new unit called Strategic Operations

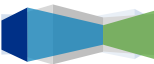


Appendix C: Cross Tabulation of Reporting Position

	Chief Executive	Provost	V. P	Assoc./Asst . VP	Other
Private, Nonprofit	51	6	3		7
1+ years (graduate and/or professional)	5		1		1
Under 1,000	4				1
1,000 - 2,499	1		1		
2 years (lower division only)	1	1			
Under 1,000	1				
1,000 - 2,499		1			
4 years (undergraduate)	15	2			2
Under 1,000	5				
1,000 - 2,499	6	2			1
2,500 - 4,999	3				1
10,000 - 19,999	1				
4+ (undergraduate, graduate and/or professional)	30	3	2		4
Under 1,000	5		1		
1,000 - 2,499	14		1		1
2,500 - 4,999	9	1			
5,000 - 9,999	2	2			1
10,000 - 19,999					1
20,000+					1
Public	26	33	14	3	10
1+ years (graduate and/or professional)					1
Under 1,000					1
2 years (lower division only)	8	1	5	1	2
1,000 - 2,499	3		2		
2,500 - 4,999	3		1		1
5,000 - 9,999	2			1	
10,000 - 19,999		1	2		1
4 years (undergraduate)	3		1		
1,000 - 2,499	2				
2,500 - 4,999	1		1		



	Chief Executive	Provost	V. P	Assoc./Asst . VP	Other
Public					
4+ (undergraduate, graduate and/or professional)	15	32	8	2	7
1,000 - 2,499	1				
2,500 - 4,999	2		3		1
5,000 - 9,999	7	6		1	1
10,000 - 19,999	3	9	2	1	1
20,000+	2	17	3		3
System					1



Appendix D: Self-Reported Most Recent “Other” Position Areas

Question:

If your most recent position was not in Enrollment Management, from what area did you move from into your current position? (Other, please specify...)

#	Response
1.	Planning and Institutional Effectiveness, before that Student Affairs
2.	Dean of Student Services (Admissions, Advising/Career Services, Financial Aid, Judicial Affairs, Marketing, Student Health & Student Records)
3.	College readiness
4.	International Education
5.	Associate Vice Chancellor and Dean of Students
6.	this question makes no sense...the choices ARE enrollment Management
7.	AVP Enrollment/Dean of Admission
8.	Honors College
9.	Student Affairs
10.	Graduate Academic Services
11.	College Dean
12.	advancement
13.	Registrar
14.	Student Affairs
15.	Registrar
16.	Been in EM for some time.
17.	Senior Student Affairs officer (Vice Chancellor)
18.	Associate Dean, Mass Communication
19.	Included Students Affairs and Enrollment Management
20.	University Registrar
21.	I am the Acting Dean of Enrollment Management and Vice President/Chief of Staff. I served as Acting Dean of Admission 10 years ago when I was Executive Director of the Alumnae Association
22.	Student Life
23.	Alumni
24.	Public School Administration
25.	Student Affairs and Civil Rights Compliance
26.	Dean of Student Affairs
27.	Enrollment Consulting Services Organization
28.	Vice President - Health Care Management
29.	Student affairs
30.	Registrar

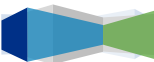


Appendix E: Self-Reported Employment at “Other” Institutional Types

Question:

Excluding your current institution, which type(s) of institutions have you worked at in higher education? Check all that apply. (Other, please specify...)

#	Response
1.	International Education Firm
2.	2 year private
3.	Land Grant College
4.	Special Focus/Arts
5.	Non-profit student loan secondary market
6.	Performing Arts Conservatory
7.	Doctoral-granting that also granted associate degrees
8.	2-year private



Appendix F: Prior Position Department

Question:

If your most recent position was not in Enrollment Management, from what area did you move from into your current position?

Response	Chart	Percentage	Count
Admissions/Recruitment		37.0%	34
Advising		1.1%	1
Faculty		2.2%	2
Financial Aid		5.4%	5
Enrollment Services		20.7%	19
Institutional Research		0.0%	0
Information Technology		1.1%	1
Other, please specify...		32.6%	30
		Total Responses	92

Question:

If your most recent position was not in Enrollment Management, from what area did you move from into your current position? (Other, please specify...)

#	Response
1.	Planning and Institutional Effectiveness, before that Student Affairs
2.	Dean of Student Services (Admissions, Advising/Career Services, Financial Aid, Judicial Affairs, Marketing, Student Health & Student Records)
3.	College readiness
4.	International Education
5.	Associate Vice Chancellor and Dean of Students
6.	this question makes no sense...the choices ARE enrollment Management
7.	AVP Enrollment/Dean of Admission
8.	Honors College
9.	Student Affairs
10.	Graduate Academic Services
11.	College Dean
12.	advancement
13.	Registrar



14. Student Affairs
15. Registrar
16. Been in EM for some time.
17. Senior Student Affairs officer (Vice Chancellor)
18. Associate Dean, Mass Communication
19. Included Students Affairs and Enrollment Management
20. University Registrar
21. I am the Acting Dean of Enrollment Management and Vice President/Chief of Staff. I served as Acting Dean of Admission 10 years ago when I was Executive Director of the Alumnae Association
22. Student Life
23. Alumni
24. Public School Administration
25. Student Affairs and Civil Rights Compliance
26. Dean of Student Affairs
27. Enrollment Consulting Services Organization
28. Vice President - Health Care Management
29. Student affairs
30. Registrar



Appendix G: Self-Reported “Other” Institutional Committees

Question:

What institutional committees do you serve on? (Other, please specify...)

#	Response
1.	Website, and ADA Compliance, IT Security
2.	Admissions Committee
3.	Gateway and STEM initiatives Curriculum planning
4.	Budget & Personnel Committee Admissions Review Board
5.	Budget Planning Academic Leadership
6.	Student Life Governance Committee Presidents Cabinet and Leadership Council
7.	Assessment Leadership
8.	Distance Education
9.	Institutional Advancement
10.	Budget
11.	Enrollment Council Cabinet
12.	Assessment Committee Commencement Committee
13.	Marketing Leadership Cabinet
14.	Bachelor's Degree Programs Committee
15.	Marketing
16.	Chancellor's Advisory Committee
17.	Marketing and Communication
18.	Curriculum and instruction
19.	Council for Inclusion, Enrollment Task Force, Service Task Force Wellness Coalition, Safety Committee
20.	Provost Council
21.	Technology
22.	Scholarship
23.	Strategic Technology Investment Committee
24.	compliance IT Priorities
25.	Assessment Budget
26.	Revenue Enhancement Marketing Steering Group
27.	IT Administrative Systems
28.	Marketing Information Systems
29.	Retention Task Force
30.	Human Subjects University Cabinet
31.	Marketing, financial aid, academic standards
32.	CRM Provost's Council
33.	Academic Calendar



34. President's Advisory Council Faculty Senate Budget Committee
35. University Budget Committee Undergraduate Education - Asst/Assoc Deans & Academic Advising group
36. Search committees Budget and resource allocation and others at discretion of President
37. Accreditation
38. Student Affairs Information Technology
39. Enterprise Computing Task Force Online degree committee
40. Budget Priorities Shared Governance
41. International Education Institutional Communications
42. Board of Trustees--recruitment and communication
43. Institutional Administrative Policy
44. Extended Learning (online education)
45. Marketing Committee
46. All University Committee (top governance committee)
47. President's Cabinet Senior Staff
48. Diversity and Inclusion International Student Issues
49. Enrollment Growth Performance Indicator Review Committee
50. Athletic Compliance
51. Accreditation Self-Study Team Multicultural Leadership Team
52. Diversity Council Graduate Council
53. Undergraduate Enrollment Strategies Committee
54. Student Awards and Assessment Institutional Assessment
55. information technology
56. Financial Aid
57. Diversity
58. Shared governance
59. Athletic Advising Committee
60. International enrollment planning and student experience
61. Student Affairs President's Committee
62. University Policy Committee Admissions Appeals Committee
63. Assessment
64. CRM communications strategy committee shared services committee
65. Deans Council
66. Marketing and Enrollment International Student Task Force
67. Behavioral Intervention Team
1. Gateway and STEM initiatives Curriculum planning
2. Budget & Personnel Committee Admissions Review Board
3. Budget Planning Academic Leadership
4. Student Life Governance Committee Presidents Cabinet and Leadership Council
5. Assessment Leadership



6.	Enrollment Council Cabinet
7.	Assessment Committee Commencement Committee
8.	Marketing Leadership Cabinet
9.	Council for Inclusion, Enrollment Task Force, Service Task Force Wellness Coalition, Safety Committee
10.	compliance IT Priorities
11.	Assessment Budget
12.	Revenue Enhancement Marketing Steering Group
13.	Marketing Information Systems
14.	Human Subjects University Cabinet
15.	CRM Provost's Council
16.	President's Advisory Council Faculty Senate Budget Committee
17.	University Budget Committee Undergraduate Education - Asst/Assoc Deans & Academic Advising group
18.	Search committees Budget and resource allocation and others at discretion of President
19.	Student Affairs Information Technology
20.	Enterprise Computing Task Force Online degree committee
21.	Budget Priorities Shared Governance
22.	International Education Institutional Communications
23.	President's Cabinet Senior Staff
24.	Diversity and Inclusion International Student Issues
25.	Enrollment Growth Performance Indicator Review Committee
26.	Accreditation Self-Study Team Multicultural Leadership Team
27.	Diversity Council Graduate Council
28.	Student Awards and Assessment Institutional Assessment
29.	Student Affairs President's Committee
30.	University Policy Committee Admissions Appeals Committee
31.	CRM communications strategy committee shared services committee
32.	Marketing and Enrollment International Student Task Force

