
Enrollment Management in Open and Distance Learning Institutions: A Case Study of the Zimbabwe Open University

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ABSTRACT

This study adopted the qualitative approach to develop a detailed understanding of enrollment management in ODL institutions. This approach was adopted in order to make knowledge claims based on constructivist perspectives as espoused by the Regional Director, Marketing Committee Chairperson and the Strategic Planning Committee through the strategic plan (Creswell 2012). The case study design was used to allow for an in depth study of the state of enrollment management in Zimbabwe Open University's Mashonaland East Region. Open-ended interviews were conducted with the Regional Director and the Marketing Committee Chairperson. Document analysis of the strategic plan and the marketing plans was conducted. Zimbabwe Open University's thirty-nine members of staff in Mashonaland East Region formed the study population. The Regional Director, Marketing Committee Chairperson, two academics and two members of staff were interviewed. These were deemed to be rich sources of information as they are directly invariably involved in setting enrollment targets, designing and executing recruitment-marketing plans. The research established that the goals of enrollment management at regional level are limited to execution of identified systems, processes and procedures such as increasing enrollment and retaining students, while strategic decisions are made at senior management level. The goals of enrollment management are shared among the various regional committees such as marketing, customer satisfaction, ICT, and library committee. The research also established that regional marketing committees are lead by personnel who do not have the requisite marketing training, competencies and skills. In Zimbabwe Open University enrollment management activities are performed across all regional committees such as marketing, customer satisfaction, ICT and library committee. The study recommended that in Zimbabwe Open University there is an excellent arrangement for enrollment management that can be further strengthened by engaging full time marketers at regional level who have the requisite training, skills and competencies who will plan, lead the execution of marketing and student retention strategies.

INTRODUCTION

Student enrollment, retention and attrition rates have been always preoccupied the minds of higher education institutions (Sandler 2000; Rowser 1997; Brawer 1996; Pascarella and Terenzini 1991; Tinto 1975). Sustained student enrollment assures longevity of the institution. Enrollment management has been identified as a means to achieve sustained student enrollment thereby securing steady income flows to the institution (Massa 2012) and sound internal processes that enrich student experiences during their university life that enable them to reach graduation and become worthwhile alumni. Enrollment management in open and distance learning (ODL), allows institutions to justify their existence by means of managing the numbers, quality of students and their experiences within the university that leverage students up to graduation and alumni.

According to Hanover Research (2011), Africa has great potential for growth in distance learning where participation in distance education is less than 45 percent, citing that some Sub-Saharan African countries have less than 2 percent participation. If the statistic were anything to go by, then Southern Africa would be fertile ground for investment in ODL institutions. The report goes further to point out that local institutions have not been able to meet the demand. SADC CDE (2011:1) concurs by stating that despite the investments made into providing secondary and tertiary education in Southern Africa, "the majority of learners are still failing to access these levels of education." Enrollment management would be easier in view of the ready market for ODL programmes.

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However, Zimbabwe Open University (ZOU) in Zimbabwe, located in Southern Africa, where participation in ODL was reported to be less than 2 percent, seems to be facing challenges in managing its enrollments at desired levels. This research seeks to explore the enrollment management practices in the ODL institution and how this might be re-engineered to achieve the desired levels.

BACKGROUND

The existence of open and distance learning (ODL) institutions is to increase accessibility of education to those who cannot be accommodated in conventional systems for a plethora of reasons including age, time, affordability, competition, physical disabilities, logistical challenges (accommodation in towns where conventional institutions are located) among others. Zimbabwe Open University (ZOU), is the only state institution mandated to offer open and distance learning education in Zimbabwe. In an unpublished study conducted by Mashonaland East Region of the ZOU in 2013, Kangai et al (2013) point out that there was a sharp decline in new student enrollment between 2009 and 2013 from 16000 in 2007 to 7000 in 2013. The researchers made an attempt to unbundle the causes of the decline in new student enrollment. Chief among the causes were financial challenges, mode of delivery and student support services such as library services, fees policies and communication. The researchers also proposed several intervention strategies such as introducing payment plans, ease transfer of credits process and orientation among others. The research does not mention the need to re-engineer the whole gamut of enrollment management. The conducting of the research is an indication of the pressure that mounts on institutions when they suddenly find themselves in situations not so enviable like these. Kurz and Scanell (2006:1) purport that, "enrollment management was a logical response for higher education when suddenly the marketplace changed from seller to buyer and admissions directors transitioned from gatekeepers to salesmen." This is possibly the route that this paper explores for an ODL institution like ZOU which found itself with only a handful of takers from a basket. Enrollment management as a theory is still finding its way into higher education institutions (Vander Schee 2014) and as such this article explores the possible organization and application of the theory in ODL institutions like ZOU. In the most basic form enrollment management is a means of securing and sustaining student enrollments (Massa 2012). This is the most intriguing worry of ODL institutions in general and ZOU in particular which can be alleviated by rearranging the organization for enrollment management in combination with supporting initiatives to achieve the desired level of enrollments.

Statement of the Problem

While there is great opportunity for ODL institutions to thrive in Southern Africa in general and Zimbabwe in particular, ZOU as an ODL institution seems to be struggling to attract and retain and maintain student enrollment at desire levels. Can the current enrollment management practice in ZOU be improved to achieve the desire enrollment levels?

Research Questions

What are the goals for enrolment management in an ODL institution?

How can an ODL institution organize for enrolment management?

Which competencies would buttress enrolment management in an ODL institution?

Which enrolment management activities would be ideal to an ODL institution?

LITERATURE REVIEW

Enrolment management is defined by Hossler and Bean (1990) as a "systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments." The specific activities of enrolment management involve brand management of the institution to make the institution a major student choice, student retention and student outcomes (Bontrager 2004b). The range of activities is quite diverse thereby calling for enlisting the services of all the units of the organization. Massa (2012) notes that enrolment management is influenced by institutional mission, the type and quality of academic programmes, the student life environment, the ways in which students are recruited, how the institution is priced and how financial aid is used. The intervening variables make it prudent for those involved in enrolment management to steadfastly coordinate the various units in order for enrolment management to be effective. Such coordination can be a challenge

in ODL institutions in view of the size in terms of staff establishments, detached regional centres and sparse geographical areas of student recruitment.

Open and distance learning is a combination of two philosophical approaches to educational provision. It involves open learning, which is defined by SAIDE (2003) as “an organised educational activity, based on the use of teaching materials, in which constraints on study are minimised in terms either of access, or of time and place, pace, method of study, or any combination of these.” They define distance education as “an educational process in which a significant proportion of the teaching is conducted (through some form of technology) by someone removed in space and/or time from the learner.” Open and distance education can therefore be defined as educational provision with minimized access constraints, available through the extensive use of some technology in order to serve the student who is separated from the provider in time and space. The establishment of open universities around the world aim to address the educational and re-educational needs of adult learners and workforce by providing a high level of studies (Evans and Lockwood, 1994, Evans and Nation, 1996). The main aspect of this philosophy is to promote “life-long education” and to provide adults with “a second educational chance” (Keegan, 1993).

The mode of delivery for ZOU programmes is by-and-large print (modules), in conjunction with face-to-face tutorials of six hours per module, telephone contacts, emails and one-on-one contact with tutors as and when needed. Most of the undergraduate degree programmes are four-year programmes, while the five postgraduate courses are two and half year programmes. Each year is divided into two semesters and four modules are studied per semester. Examinations are set in each module and written at the end of each semester. (ZOU Regulations, 2007). There is minimal use of ICT systems to enhance interaction among students and tutors. Interactive e-learning platforms, tele-conferencing, and other packages for e-learning are not available. There are no course websites that have courses to be uploaded and downloaded online. Students mainly rely on the printed materials and the scheduled face-to-face tutorials. Final examinations are taken at regional centres.

In Zimbabwe ZOU faces stiff competition from conventional universities which are now catering for the non-traditional student, the niche for ODL, who is described by McClenney (2004) as, “one who is financially independent, attends part time, works full time, has dependents among other traits.” This is typically the ZOU student.

Goals of Enrolment Management

One way of addressing the enrolment challenge is by re-engineering student enrolment management. The success of any programme depends on how well focused the programme is. This is achievable through the development of goals. Dixon (1995) identified four goals for enrolment management as marketing the institution honestly, coordinating all the constituencies in the institution in conducting marketing activities, providing direction for students to appropriate amount for fees and financial aid and providing for appropriate financial, technological and human resources for the implementation of the enrolment management plan. Kurz and Scannell (2006) produced a more comprehensive list which unbundled the goals identified by Dixon (1995) above by listing the following goals,

- Stabilising enrolments.
- Linking academic and student service programmes.
- Stabilising finances.
- Improving services.
- Improving access to information.
- Reducing vulnerability to demographic changes.
- Responding to economic forces.
- Evaluating strategies.

Astute pursuit of enrolment management goals in conjunction with other progressive initiatives can lead to a buoyant institution. The organization will be assured of a constant supply of the desired quality of students. Enrolment management should attract a student body with the capacity to meet its financial obligation to the institution. The ODL student has challenges in meeting this obligation

because in the majority of cases one has a family and in most cases dependents reducing disposable income for the student (Kantrowitz 2002). This is further worsened by lack of scholarships for students. Enrolment management efforts are complimented by the internal activities, which focus on student satisfaction. The goals of enrollment management can be achieved through research for informed decision-making. The wide range of goals is indicative of the fact that enrollment management cannot be achieved by one function.

ORGANIZING FOR ENROLMENT MANAGEMENT IN AN ODL INSTITUTION

The Marketing Committee was first proposed by Campbell in (1980) according to Hossler (2005). This is perceived as the most basic organization for enrolment management. It is easy to implement (Vander Schee 2006). It does not involve any financial outlay in terms of the human resources needed because the existing staff design and execute marketing plans. According to Vander Schee (2006:2) the committee, "only serves to raise awareness related to student marketing, recruitment, and retention." The committee includes representatives from admissions, financial aid, student affairs, and institutional advancement. Special mention of the fact that no specific competencies are a requirement for one to be in the committee, so long one advances expectations from the department represented. For an ODL institution where qualification recognition, flexibility, and student funding are major enrolment choice issues (Dadigamuwa and Senanayake 2012) some expertise is needed. This could be in the form of marketing expertise, sourcing financial aid amongst others.

The Staff Coordinator concept was introduced by Fram (1975) more commonly referred to as the Enrolment Management Coordinator (Hossler and Bean 1990). A middle level manager is seconded to this staff post. The Coordinator organize members from the various units in working together in enrollment management. The Coordinator organizes student enrollment recruitment and retention. This is achievable through gathering and analyzing data on student enrolment management aspects from various organizational units such as student management, faculties, financial aid and marketing among others. Trends are established and recommendations made from an informed position. The administrator is charged with the task of bringing academic and student life programmes into the strategic decisions on enrollment. This arrangement even in ODL institutions has the inherent weakness of lack of executive powers in the coordinator. The situation is further exasperated by the coordinator's position within the organogram. The echelons of decision-making can usurp the recommendations of the coordinator.

The Enrolment Management Matrix (Johnson and Bishop 2003) is an arrangement where a senior level administrator is tasked with, "bringing together the directors of departments such as admissions, financial aid, advising, registrar, research and student life to analyse enrollment and retention trends, set goals and discuss strategies to achieve them Massa (2001)." The heads retain their reporting lines. The advantage with this model is that this group comprise the directors who are part of the strategic planning team. The group usually bask in the glory of senior management thereby making execution of decisions and financial outlay for projects much easier. If however, there is divergence of views in senior management on strategies to be adopted, the model brings more challenges than milestones.

The Enrollment Management Division, "is headed by the VP for enrollment management responsible for all the component parts, (Massa 2006)." This model can be very effective on account of the executive powers so wielded by the VP. There is also maximum institutional support. However, Massa (2001) notes that the VP may not have some of the necessary departments under his/her control. Having seen the desirability and the shortcomings with each model, it can be seen that there is no best approach. Massa (2001) recommends the divisional approach on account of the VP being part of the group of strategists and highest decision-making body with respect to enrolment issues. ODL institutions must essentially consider the strategic importance of enrollment, so as to put in place enrollment management structures that can vigorously compete with conventional institutions, to a point where students and alumni become their strategic marketing agents. Massa (2001) aptly summarized by stating that, "the best enrollment management organization is the one that works for your institution."

Which Competencies Would Buttress Enrolment Management in an ODL Institution?

Enrollment management is a profession implying that enrollment management has to professionally execute their work. Commensurate with professionalism are a set of skills needed for effective

enrolment. Enrollment Core Proficiencies (DRAFT 3/14/14) and Massa (2012) listed enrollment core proficiencies here produced below;

- Develop, articulate and implement a comprehensive strategic enrollment management plan that aligns with the institution's strategic initiatives ensuring a strong link between student demand, institution-wide priorities, and financial planning.
- Effective leadership and an understanding of motivation strategies and collaborative decision making.
- Provide high quality, student-oriented financial aid and enrollment services by developing and implementing efficient, effective, and integrated policies, procedures and systems.
- Develop and maintain strong, collaborative and facilitative relationships with Stakeholders across the institution; work collaboratively with the academic and student affairs leadership, faculty, and others to develop and implement short- and long-term enrollment plans including outreach to potential students, program marketing, and student satisfaction.
- Contribute to the development and implementation of the institution's comprehensive strategic enrollment processes including market research and segmentation; performance marketing; promotional strategies; recruitment tactics; admission practices; and enrollment advising to meet the institution's enrollment goals.
- Continue to maintain or increase enrollments in specific academic programs, branches, and online; geographic diversity; socio-economic and racial/ethnic diversity; and, other student populations in support of the institution's mission and strategic initiatives.
- Establish strategic direction and enrollment priorities and goals for the overall strategic enrollment management unit in support of the institution mission and strategic initiatives.
- Make data-informed (through research) proposals and decisions, and link budgets and expenditures to measurable outcomes while seeking both standard and creative ways to achieve enrollment goals.
- An ability to build and or use enrollment projection models at each stage of the enrollment process (suspect to prospect; prospect to applicant; applicant to accept; accept to enroll; enroll to graduation; graduation to alumni).
- Work with institutional leadership to envision and strengthen an admissions process that fosters and values a culture of openness, diversity, and inclusion.
- Utilize technology and innovation to enhance enrollment management processes and services, thereby improving the experience of the educational life cycle of students at the institution.
- Work collaboratively with institutional research in order to effectively analyze and produce the institution's enrollment and retention data, and create action plans based on trend analysis, as appropriate.
- Ensure compliance with federal and state laws, institutional regulations and guidelines, and external reporting requirements.
- Recommend and implement strategies for improving institution and department policies, practices, budget forecasting, and communications to increase efficiency and access to services
- Knowledge of student development theory and practice, critical to retention.
- Knowledge of academic advising, and patterns of student course-taking to prepare for a career or graduate school, important for retention.

The long list of core competencies is ideal for successful enrolment management. It is clear that incumbents may possess most of the competencies. Astute enrollment managers will compliment their competencies but diligent hiring or use of other members of staff with the requisite competencies to ensure that the team has the full set of the competencies.

Which Enrolment Management Activities Would Be Ideal To an ODL Institution?

Massa (2001) and Kurz and Scannell (2009) identify admissions marketing as one of the key enrollment management activities. This involves a careful analysis of the market areas, institutional position in the market and produce target and segmented recruitment strategies. In an ODL institution professional marketers are need to execute the activities diligently so as to conduct proper market analysis, develop and apply appropriate professional marketing strategies. In view of the stiff competition ODL institutions face from conventional systems, half-hearted efforts will not see the institutions rising from mediocrity.

Enrollment management encompasses recruitment activities. Stoller (2006) identifies several recruitment drives including the use of recruiters, direct mail, preview days, daily campus tours, telephone campaign, alumni association, faculty, campus athletics, adjustment of admission standards and demographics. The whole panoply of activities can be executed through enrollment management to the advantage of the institution. Kurz and Scannell (2006) and Massa (2001) also identify pricing strategies as an activity under enrollment management. This involves econometric analyses of the demand curve at various rates of discounting and the merit based financial aid policies.

Through research enrollment management should identify academic programmes commanding demand, including competitors' successful programmes. For instance, the MBA programme has proved successful in almost every institution. The demand analysis should also anticipate short and long-term demand and device institutional response to the changes.

Kurz and Scannell (2006) and Massa (2001) also identify student retention as an important enrollment management activity. This involves a thorough understanding of student 'push' factors from the institution. An understanding of retention strategies aids in addressing the attendant challenges.

Advising students on how to manage their affairs is critical, more so in ODL. Tresman (2002) concluded that, "by providing specialized advisory and guidance staff to assist students, helps them to make informed choices and what to expect."

According to Kurz and Scannell (2006) information systems are a key component of enrollment management. It involves creating an integrated database and the capacity to use systems including the web. Such use of information systems paves the way for customer relationship management systems where the student is known by staff in different units of the organization.

METHODOLOGY

This study adopted the qualitative approach to develop a detailed understanding of enrollment management in ODL institutions (Creswell 2012). This approach was adopted for the researchers to, "make knowledge claims based on constructivist perspectives," derived from the views expressed by the Regional Director, Marketing Committee Chairperson and the Strategic Planning Committee through the strategic plan. The case study design was used to allow for an in depth study of the state of enrollment management in ZOU's Mashonaland East Region. Open-ended interviews were conducted with the Regional Director and the Marketing Committee Chairperson. Document analysis of the strategic plan and the marketing plans was conducted.

Population and Sample

Thirty-nine members of staff in ZOU's Mashonaland East Region formed the study population. The Regional Director, Marketing Committee Chairperson, two academics and two members of staff were interviewed. These were deemed to be rich sources of information as they are directly involved in setting enrollment targets, designing and executing recruitment-marketing plans.

Data Presentation and Analysis

In an effort to elicit data information with regards to the goals of enrollment management the Regional Director was interviewed. Her list was not fundamentally different from the one produced by the Regional Marketing Committee Chairperson, so the responses have been here listed together.

- Increase enrollment
- Retain enrollment

- Maintain enrollment
- Increase community awareness
- Student satisfaction

The objectives of enrollment management listed by the Regional Director and the Regional Marketing Chairperson was rather thin. It is emblematic of the status quo at regional level where strategic decisions are executed. The list shows that activities carried out at regional level may also be minimal. As such at regional level the marketing committee is confined to conducting purely marketing activities, such as outreach visits, clean-up campaigns, short message services, telephoning among others. The Regional Director was further asked how the region did not focus on student retention and financial aid. He pointed out that while student retention was in the regional realm, financial aid was not.

A document analysis of the ZOU Strategic Plan was conducted. According to the ZOU 2010-2014 Strategic Plan, the institution has one of its strategic goals as growth, which focuses on enrollment management. The institution's enrollment management focuses on increasing student enrollment, offer market driven programmes, student retention and throughput rate. Customer satisfaction is achieved through, excellent service delivery and quality assurance of processes, and procedures among other initiatives. The goals of enrollment management from the point of view of the Strategic Planning Committee are in synchronization with those at the lower level (Regional offices). These goals are in accord with those identified by Dixon (1995) and Kurz and Scannell (2006).

ORGANIZING FOR ENROLLMENT MANAGEMENT

An analysis of ZOU Quality Management system shows that enrollment management at ZOU is under the Vice Chancellor through the Registrar. This organization is in accord with the enrollment management matrix. The registrar is part of the senior management who reports to Vice Chancellor. This arrangement allows the registrar to relate and get support from senior management and directors of other units that have a bearing on enrollment management. He also has student management, which is also instrumental to enrollment management, under his control. This organization concurs with Massa (2001) who pointed out that this allows the "bringing together of the directors of departments such as admissions, financial aid, advising, research and student life to analyse enrollment and retention trends, set goals and discuss strategies to achieve them." The registrar hands down enrollment targets to Regional Directors. The Regional Directors in turn ensure that the Marketing Committee works toward the achievement of regional targets. Due to the decentralized nature of ODL systems there are several levels that information passes through. Individuals have varied performance levels and commitment thus calling for strong leadership and coordination of enrollment activities. The Marketing Chairperson and academics in the region were interviewed on the effectiveness of the regional marketing committee in handling enrolment management. They noted that the committee was fairly effective. The weaknesses they noted included the setting of enrollment targets which they said at times did not reflect the realities on the ground. For instance, the target of 1000 students for Mashonaland East region in 2013 was almost impossible at the time due to economic constraints among other issues. The Marketing Committee chairperson also noted that resource constraints was a major setback in conducting marketing activities citing the availability of one regional vehicle which could not cater for administrative and marketing activities throughout the year. Finally, the Marketing Committee chairperson pointed out that the arrangement was hindered by lack of marketing skills. The Marketing Committee Chairperson was asked the committee's retention strategies to which he responded that other committees such as student satisfaction and the student advisor worked on. The student advisor ensures that he advises various committees on the available strategies as he is a member of the marketing and student satisfaction committees.

SKILLS COMPETENCIES TRAINING

A close analysis of the Strategic Plan 2010-2014 showed that all of ZOU's strategic goals are spearheaded by senior management, that is, the Pro-Vice Chancellor, Registrar, Finance Director, Information and Communication Technology Director and Director for Library and Information Services. These have a mix of the requisite training, competencies and skills. As senior management they have got high academic qualifications who are professors, doctorate holders and Masters' degree holders, no less. They also have high conceptual skills which allow them to design and operate

organizational systems, processes and procedures. In addition they are academics and researchers of repute. They are also leaders, technologically astute, excellent coordinators who have great knowledge and practice of student development. This is very much in sync with the list of competencies forwarded by the DRAFT (3/14/14) and Massa (2001). Key among the competencies and skills they identify include research, quantitative analysis, economic modeling and leadership inter-alia. While these skills are complete at National level, the same could not be said at regional level where the strategic plan is implemented. Interviews with the Marketing Committee chair and academics were conducted. They explained that they have not been able to effectively execute the strategic plans mainly due to lack of marketing skills. They noted that academics find it difficult to carry enrollment management activities due to other academic demands that they have to satisfy and as such may not take enrollment as a key aspect of their work as academics. They further note that their appraisal does not include enrollment management. As such they suggested that a marketing expert should be hired who can then make regional plans and coordinate the marketing efforts with the assistance of academics. They argued that marketers have the technical knowledge of the communication necessary, marketing strategies, analysis, and how to design the environment to make it as attractive among other marketing skills. For example, no electronic and print advertisement has been generated by regional offices.

ENROLLMENT MANAGEMENT ACTIVITIES

The Regional Director, Marketing Committee chairperson and academics were asked to identify some marketing activities engaged in at the regional level. They produced the following list;

- Publicities,
- Personal selling
- Student recruiters
- Exhibitions
- Career days
- Clean-up campaigns
- Institutional visits

The views of the interviewees were congruent with those forwarded by (Stoller 2006), Massa (2001) and Kurz and Scannell (2009). However, activities such as pricing, information systems and student retention strategies (Kurz and Scannell 2009 and Massa 2006) and advisory services (Tresman 2002) are not under the ambit of the Marketing Committee. The list produced indicated the limitation of the marketing committee at regional level. It shows that the Marketing Committee only concentrates on recruiting with little regard for maintaining student numbers so recruited. A close examination of the Strategic Plan 2010-2014 shows that there are pricing, student satisfaction efforts which are however fragmented at regional level. At regional level there is also a Customer Satisfaction Committee, Library Committee and ICT Committee among others which aim towards an appreciable provision of various aspects of the student's life during the study period. Essentially these activities are coordinated by the Regional Director as espoused by the Registrar.

CONCLUSIONS

- The goals of enrollment management are defined by senior management in consultation with middle level managers and Regional Directors.
- The goals of enrollment management at regional level are limited to execution of identified systems, processes and procedures such as increasing enrollment and retaining students, while strategic decisions are made at senior management level.
- The goals of enrollment management are shared among the various regional committees such as marketing, customer satisfaction, ICT, and library committee.
- The goals of enrollment management in an ODL institution are fundamentally the same with those of the conventional higher education systems.

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- Enrollment management in ODL is spearheaded by the VC through the Registrar.
- The senior management and planning team, leading in enrollment management has the requisite training, skills and competencies.
- The regional marketing committees are lead by personnel who do not have the requisite marketing training, competencies and skills.
- Enrollment management activities in an ODL system are the same as those in the conventional systems such as; publicities, personal selling, student recruiters, exhibitions, career days, clean-up campaigns and institutional visits among others.
- Enrollment management activities are performed across all regional committees such as marketing, customer satisfaction, ICT and library committee.

Recommendations

- Regional staff should have some input on enrollment targets in view of the peculiarities in various regions.
- While the goals of enrollment management are similar for ODL and conventional systems, there is need for ingenuity in execution of the same in ODL systems.
- There is need for strong leadership in coordinating various regional committees to effectively achieve regional enrollment management goals.
- The organization of enrollment management is quite strategic and should be strengthened by strong coordination at regional level.
- The excellent arrangement at ZOU can be further strengthened by engaging full time marketers at regional level who have the requisite training, skills and competencies who will plan, lead the execution of marketing and student retention strategies.
- Excellent leadership is needed by the Regional Directors in order to effectively carry out enrollment management activities performed by the regional committees such as marketing, customer satisfaction, ICT and library committee.

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