

SKILL-BUILDING WORKSHOP

TURNING ASPPH DATA INTO ACTION: EVIDENCE-BASED APPROACHES TO ENROLLMENT PLANNING

Wednesday, March 18, 2026 | 9AM – 12PM ET
Crystal Gateway Marriott, 1700 Richmond Highway, Arlington, VA 22202

REGISTER TODAY!

In an era of shifting demographics, heightened competition, and increasing pressure to justify enrollment decisions, academic public health programs can no longer rely on instinct alone. Turning ASPPH Data Into Action: Evidence-Based Approaches to Enrollment Planning is an immersive, hands-on workshop designed to help participants move confidently from questions to evidence to action. Through guided exercises, real-world enrollment scenarios, and practical use of MyASPPH Institutional Research, participants will learn how to translate complex enrollment data into clear insights and defensible strategies that support both immediate decisions and long-term planning. This workshop emphasizes not just what the data show—but **how to use those insights to inform conversations with leadership, faculty, and prospective students.**

WHAT YOU'LL LEARN

By the end of this workshop, participants will be able to:

- **Identify and prioritize key enrollment questions** being asked by institutional leaders, faculty, and prospective students
- **Translate** enrollment-related questions into **basic, actionable data** analysis plans
- **Use MyASPPH dashboards** to **analyze** peer benchmarks, market trends, and applicant pipelines
- **Convert data findings** into clear, evidence-based messages that support recruitment decisions and strategy

WHO SHOULD ATTEND

This workshop is designed for enrollment management, admissions, institutional research, and academic affairs professionals at ASPPH member institutions, as well as faculty or administrators involved in program planning, recruitment strategy, or enrollment decision-making who want to strengthen their ability to use data effectively and confidently.

2026 ASPPH ANNUAL MEETING
FOR ACADEMIC PUBLIC HEALTH

**MARCH 18-20
ARLINGTON, VA**

