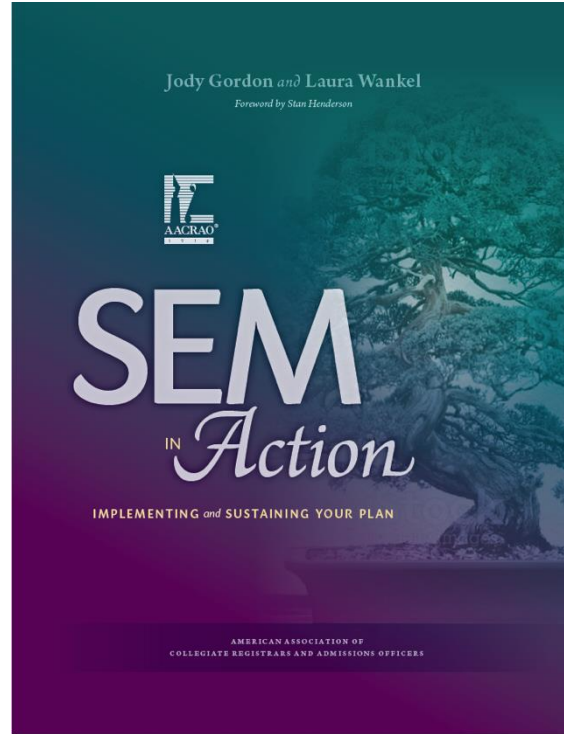


# SEM in Action at UConn:

## Implementing and Sustaining your SEM Plan

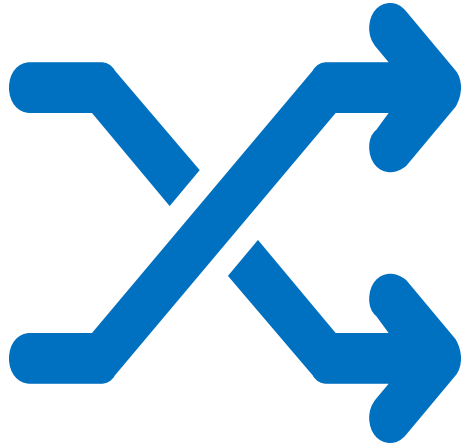


Facilitated by:

**Jody Gordon**, Senior Managing Consultant, AACRAO Consulting

# Learning Outcomes

- **Recognizing the next steps – the Starting line!**
- **Identify Best Practices for Engagement in Implementation**
- **Examine Common Barriers to SEM Implementation**
- **Utilizing Assessment Strategies**
- **Identifying Change Management Considerations**
- **Planning for Sustaining SEM into the Future – Case Studies**
- **Discussion on Campus Challenges and Opportunities ahead**



# SEM Planning Journey

# AN ENTERPRISE RESPONSE TO FINDING VALUE

*“Strategic enrollment management (SEM) is a **concept and process** that enables the fulfillment of institutional mission and students’ educational goals.”*      *Bob Bontrager*

*Enrollment management is a **comprehensive and coordinated process** that enables a college to identify enrollment goals that are aligned with its mission, its strategic plan, its environment, and its resources, and to reach those goals through the **effective integration of administrative processes, student services, curriculum planning, and market analysis.***      *~ Christine Kerlin*

# THE CHARACTERISTICS OF SEM'S MANY PARTS

**SEM is purposeful:** It enables enterprise leaders who want to make a difference

**SEM is institutionally focused:** Operational offices are vehicles, but SEM is acting on the institution, not just individual offices and fostering linkages and extensions

**SEM is data-driven:** Vision needs to be focused around data, monitored by metrics and evaluated for accountability

**SEM is adaptive:** In a crisis, simple problem-solving is insufficient, and the “command and control” leadership style is inadequate

**SEM is collaborative:** “None of us is as smart as all of us”

These characteristics make SEM a valuable enterprise-wide process.

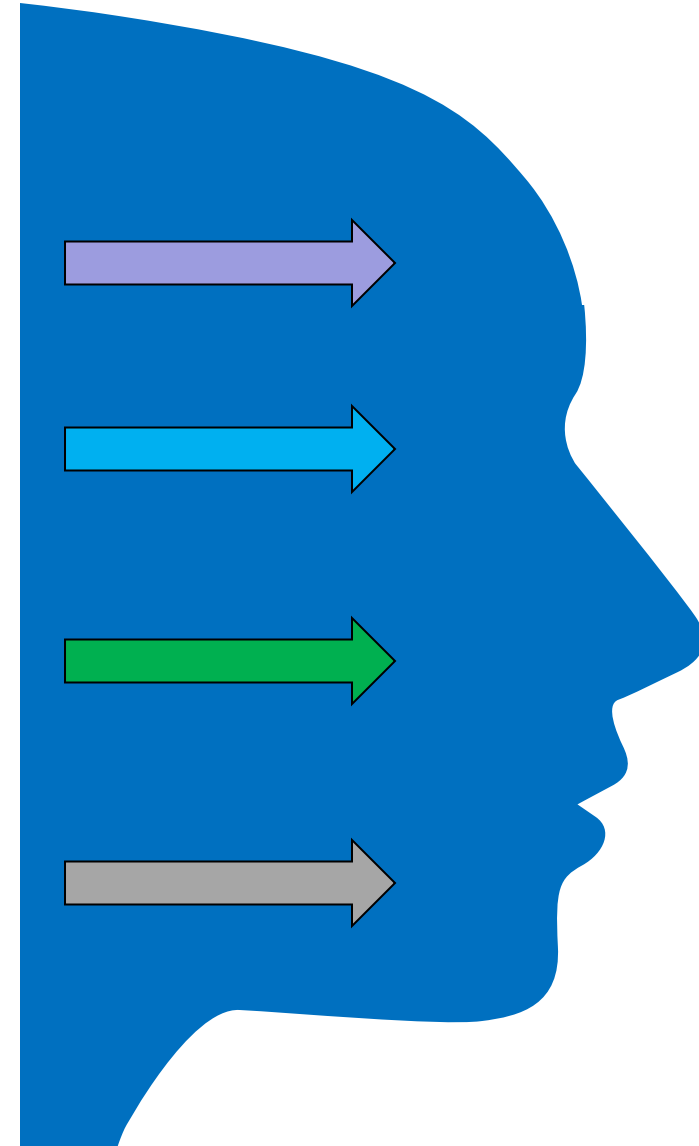
# THE FOUR FACES OF SEM

**Structure**—a focus on *operations* and allocation of *resources*

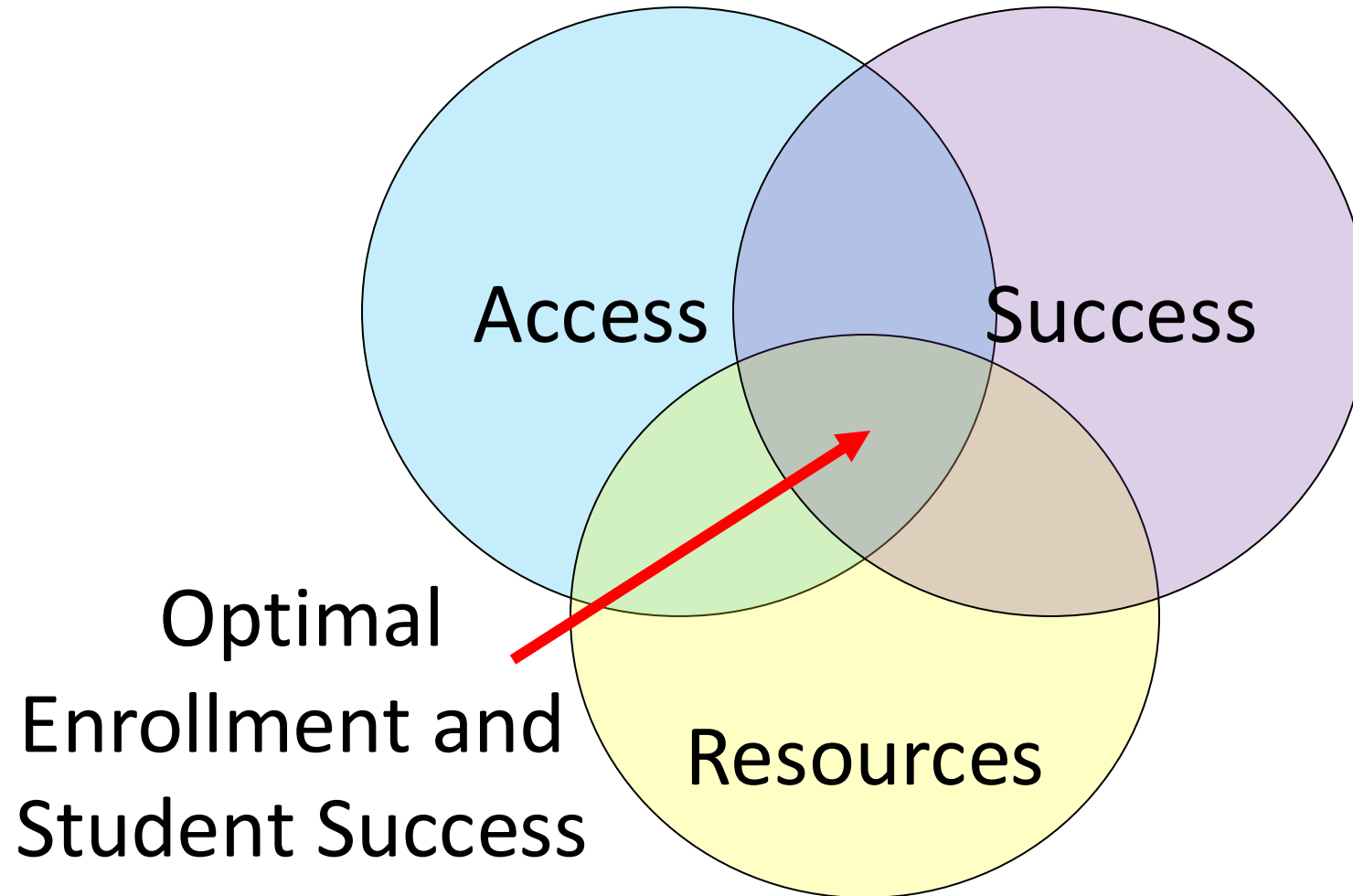
**Planning**—a focus on *long-range planning* and institutional *strategy*

**Leadership**—a focus on *shared responsibility* at multiple levels to communicate purpose and motivate people

**Relationships**—a focus on *student success* in a culture of inclusion and engagement



# Competing Enrollment Goals



# SEM is Holistic

## STUDENT LEARNING JOURNEY

- Dual enrollment
- Secondary preparation pipeline
- Articulation and partnerships

### INQUIRY/ PROSPECT/ NEW STUDENT



RECRUITMENT/  
MARKETING



ORIENTATION



ADMISSION/INITIAL  
ENROLLMENT



FINANCIAL AID

### CONTINUING STUDENT



LEARNING – ON  
CAMPUS AND  
VIRTUAL



LEARNER SUPPORT



CO-CURRICULAR  
LEARNING AND  
SUPPORT

### COMPLETION/GRADUATE AND ALUM



GOAL/CREDENTIAL  
ATTAINMENT



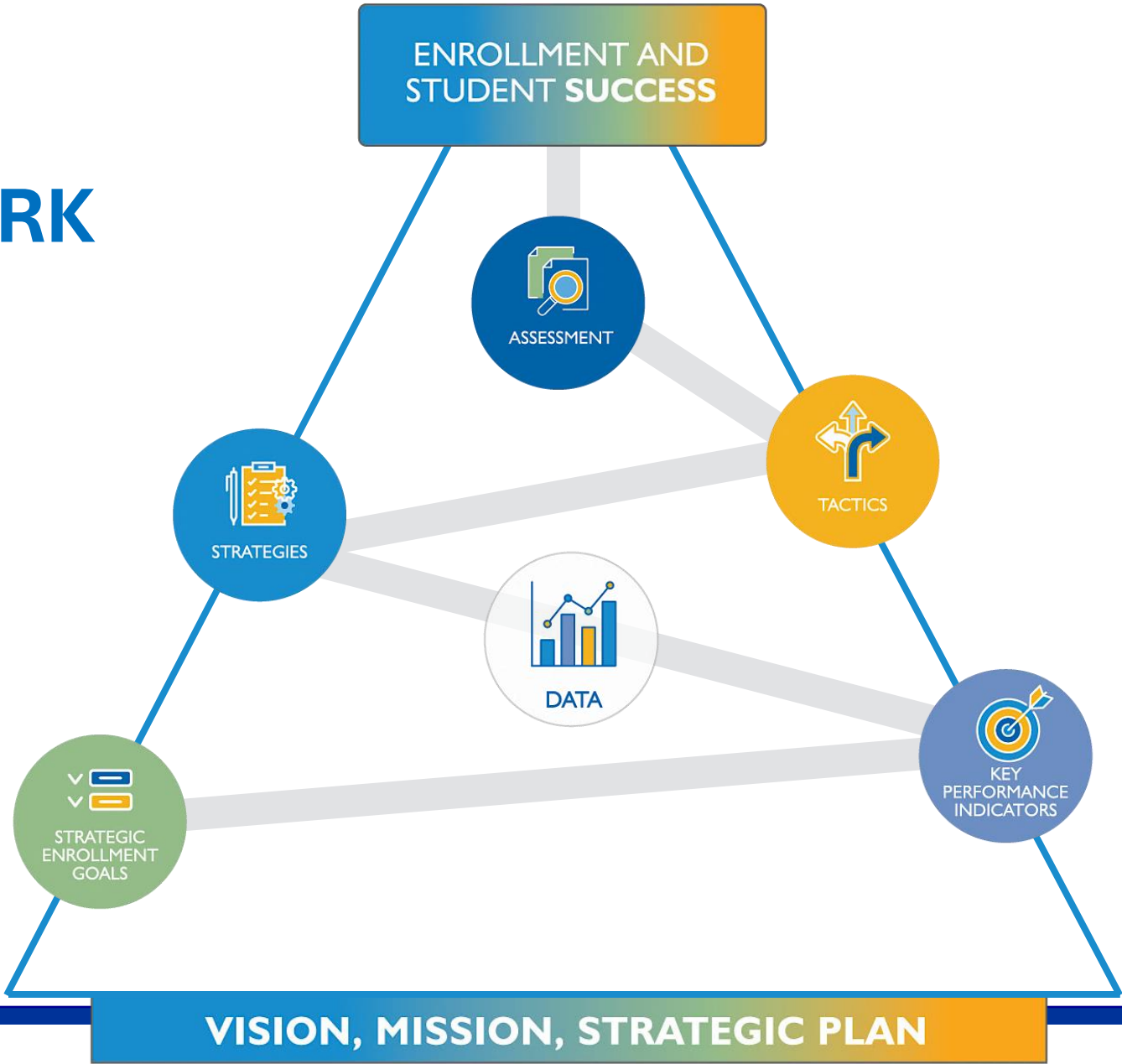
PERSISTENCE

- Satisfied, engaged alumni
- Increased job/career satisfaction and outcomes
- Increased equity



# Implementation Structure

# SEM PLANNING FRAMEWORK



# A Fully Embedded Approach

## LEADERSHIP

- Provost focuses on SEM goals with Deans
- AVP for SEM focuses on operations

## FACULTY

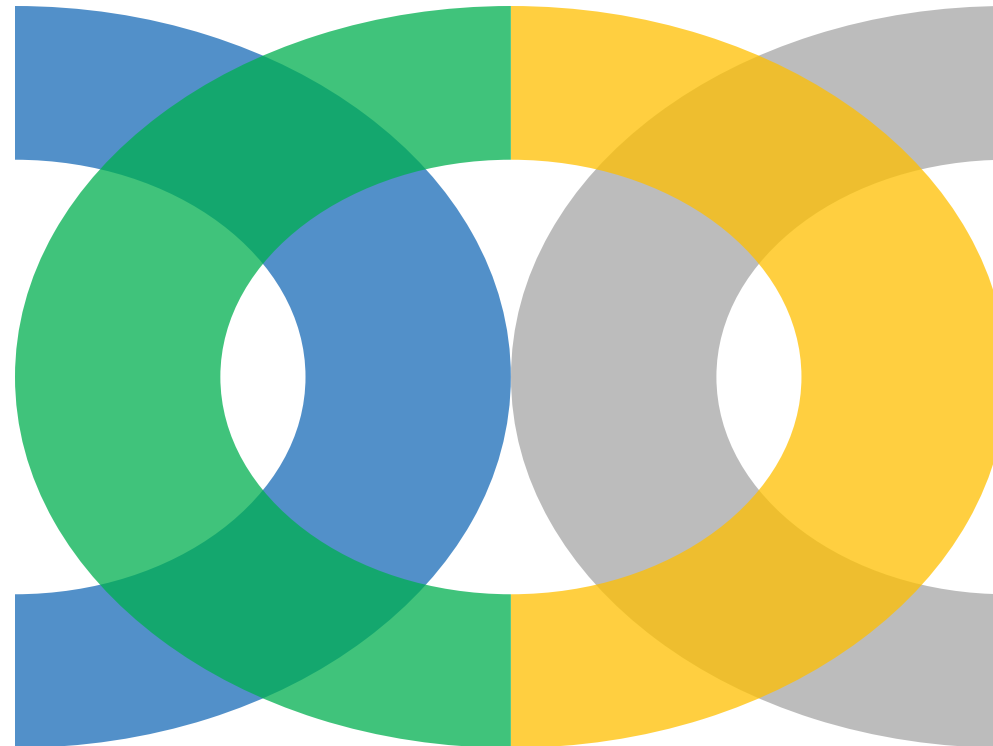
- Faculty Fellows for Recruitment and Retention

## INSTITUTIONAL STRATEGIC IMPLEMENTATION COMMITTEE

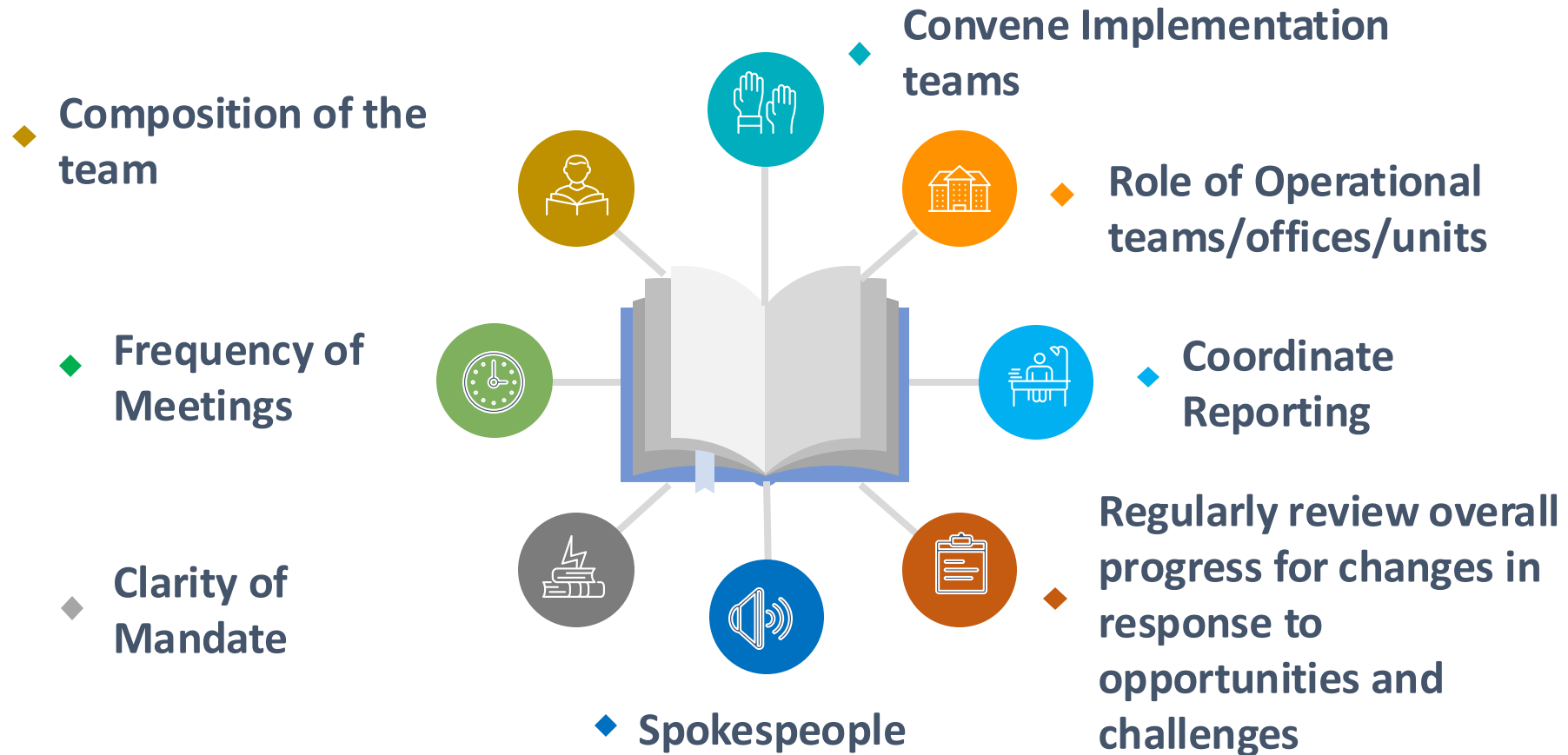
- SEM representative is one of 8 members on the committee

## OPERATIONAL WORKING GROUPS

- SEM Stakeholders Group all areas touching enrollment
- Enrollment Operational Group including strong data presence



# CONSIDERATIONS FOR SEM IMPLEMENTATION COMMITTEE



# What are some of your concerns about Implementing and Sustaining your SEM Plan?

- As a university what challenges have you faced in the past when implementing and sustaining a plan?
- What are some of the **best practices** you deployed or will deploy this time around to help you with **implementing** this plan?
- What are some of the **best practices** you deployed or will deploy this time around to help you with **sustaining** this plan?



# LinkEx

SEM AS AN ADD-IN NOT AN ADD-ON

LINK

INTEGRATE

EXTEND



LOOK FOR LINKS

- Review the good work of your initiatives (former/continuing & new/adhoc).
- Use this data to identify strategies that effect enrollment in critical ways.



INTEGRATE

- Assess the expected impact of those strategies.
- When they are linked and integrated, outline their expected cumulative effect.



EXTEND

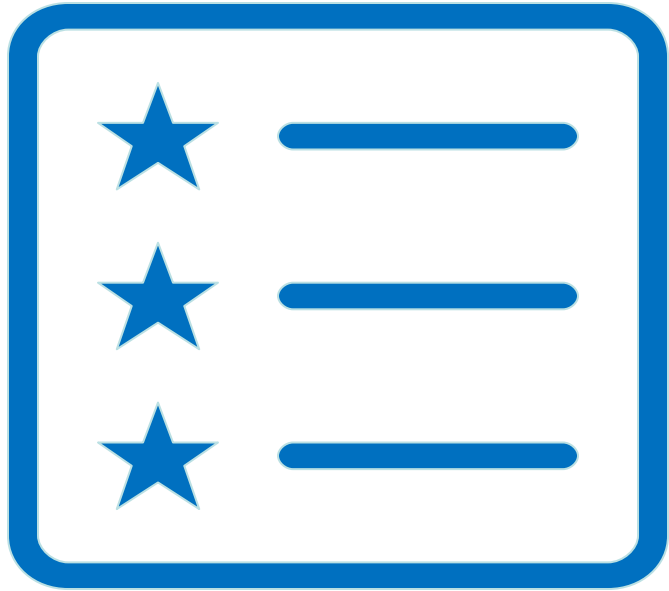
- Analyze how those strategies move the needle toward enrollment goals.
- Identify gaps for possible additional strategies (or better linkages).
- Extend your plans toward the broad picture of your enrollment future.

# Consider Enterprise-wide SEM at your campus

How have you been building (or how will you build) an enterprise viewpoint where your campus understands that enrollment management is not just held within a few departments?

How have you facilitated (or how will you facilitate) the linkage, integration, collaboration and coordination with other planning that strengthen an enterprise-wide perspective of SEM planning? Miro Board!





# Implementing and Sustaining your SEM Plan – Tactics and Action Planning

# Action Planning

1. Each strategy will have several tactical work plans that support it
2. This is where we bridge between strategic and operational planning
3. Accountability and detail are key:
  - Who is responsible?
  - What is the expected result?
  - When is the result expected and are there milestones along the way?
  - To whom will results be reported and when?
  - Where is the data that supports the measurement and results?
  - Are there existing reports or do they need to be created?
  - What would be potential budget implications?

# Tactics Drive Action Plans



Each tactic needs an Action Plan for implementation



Without an Action Plan, a tactic is just an idea



Action Plans create the bridge between strategic planning and operational planning



Action plans are the most granular level of SEM and require specific structure



Action Plans may require more input from operational staff and faculty who will ultimately be responsible for the tactic's implementation

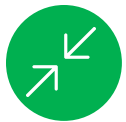


Action Plans are your guide to successful—and sustainable—SEM implementation

# Input to Building Action Plans



As operational roadmaps, action plans should have input from affected departments/units with operational expertise



Some campuses will use work groups or sub-groups to the committees for action plans; these sub-groups draw on people from affected departments/units and/or faculty that might be known for working with recruitment or retention



If using sub-groups, be sure each has at least one member of the parent SEM committee on it to provide liaison



Some campuses like this as a way of bringing more folks into the process and helping build buy-in and engagement to the final SEM plan

# Five-step Action Plan Development Process

**Action Steps:** What are the **major steps/tasks** that must be done to execute each tactic? Are RFP's, staff organization charts, job descriptions or other "big items" needed? Set the tasks in order to make sure they form a logical chain of events.

**Action Steps**

**LinkEx:** What needs to be **linked and integrated** from other college initiatives to SEM tactics?

**LinkEx**

**Accountability:** Who will be **responsible** for each tactic, each action step?

**Accountability**

**Metrics:** How will progress and **success be measured**? Do the data, report or evidence for these metrics exist or do they need to be created? To whom will metrics be reported?

**Metrics**

**Budget Issues:** What are the **budget implications** of the strategy?

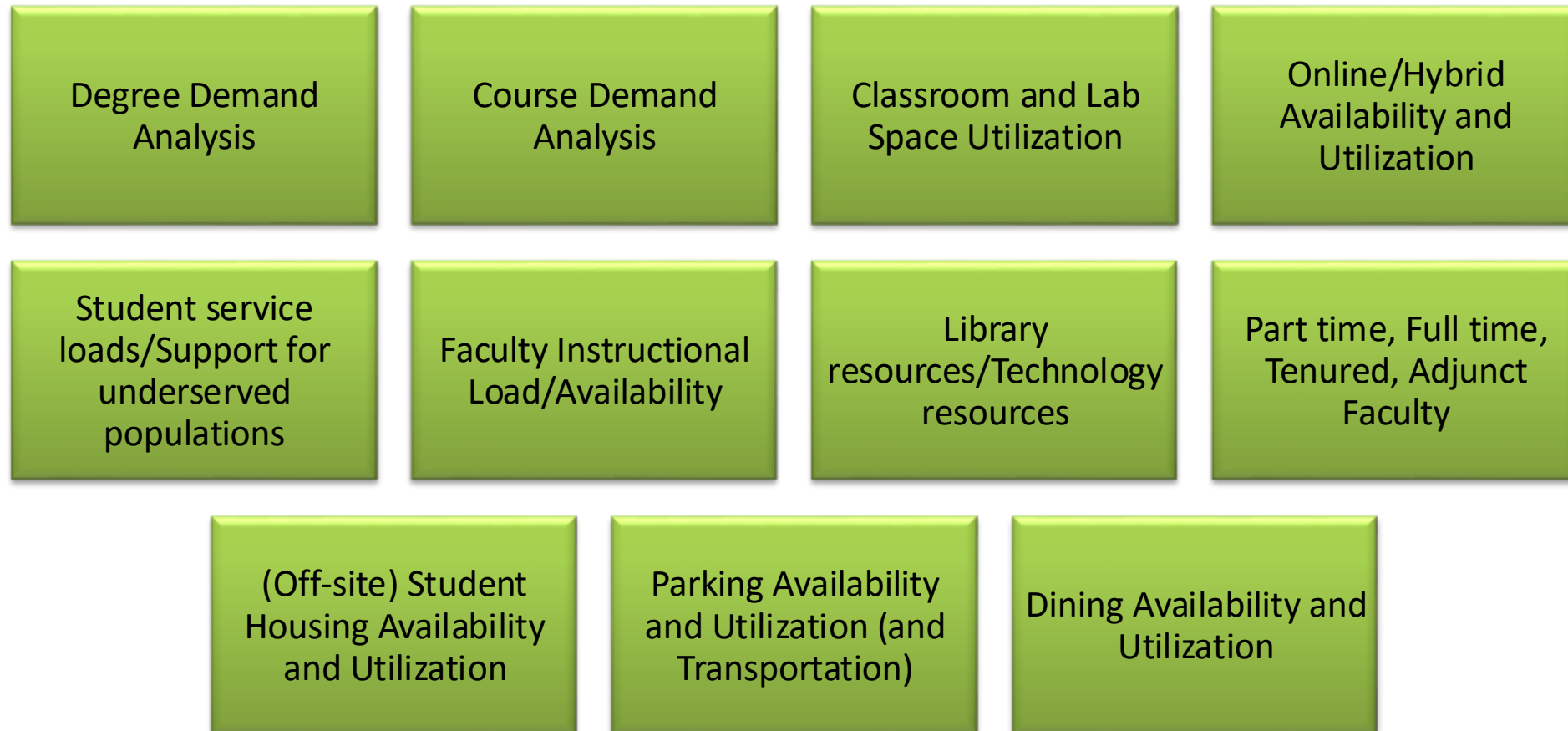
**Budget**

# Capacity Analysis: Rethinking Scope and Service



1. Educational capacity is a complex management issue and incorporates many variables for every college and university.
- 2. Capacity ultimately is a planning and quality assurance tool.**
3. Capacity analysis provides a framework that can enable an institution to develop and direct resources as a set of management practices, processes or attributes in order to best fulfill its mission given limited resources.

# Capacity Analysis Framework



# Key Elements For Senior Leadership for Successful Implementation



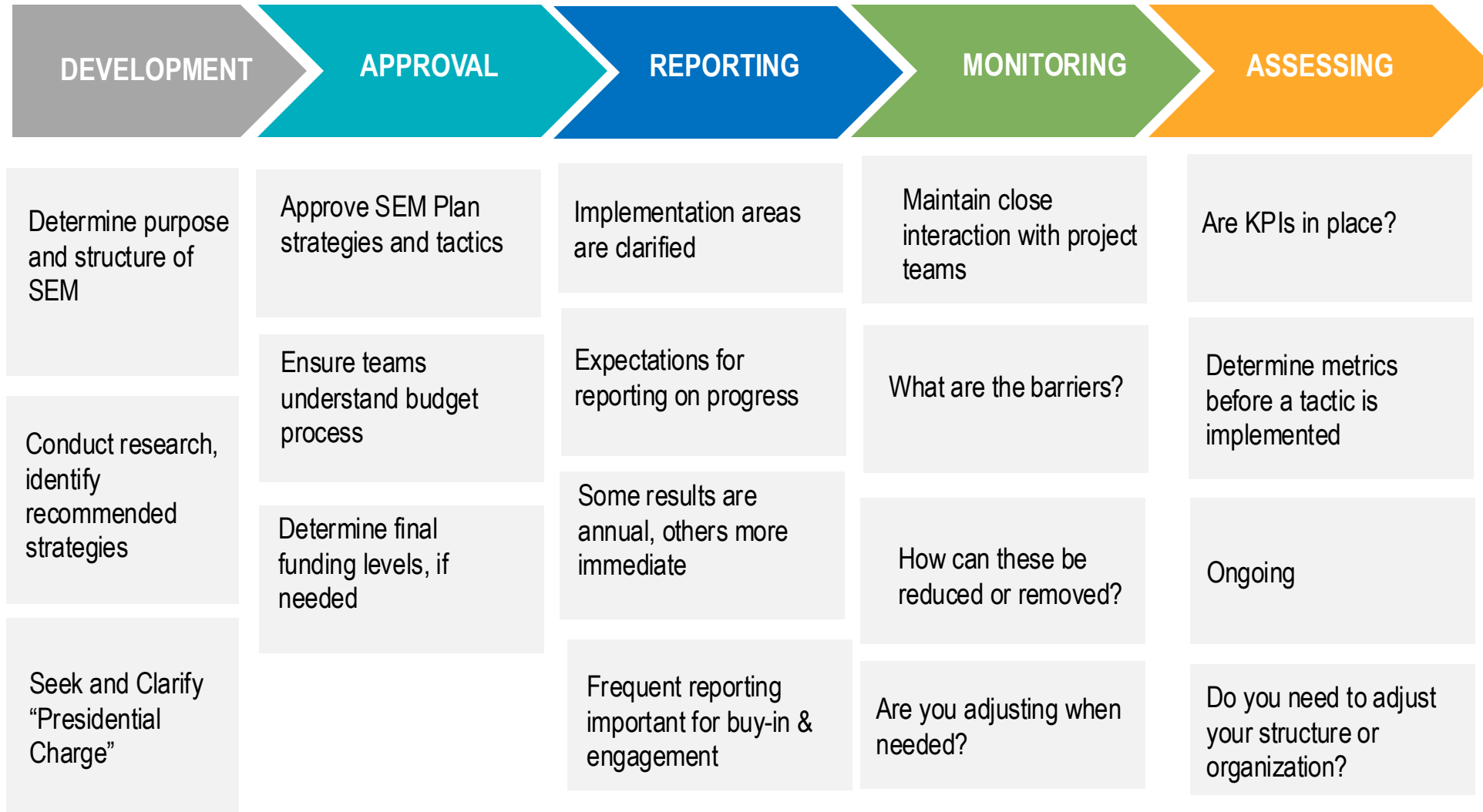
- For the enrollment segments
- Special populations
- Strategies

- Place SEM planning as a top goal for all areas
- Tie it to other key initiatives
- Build engagement

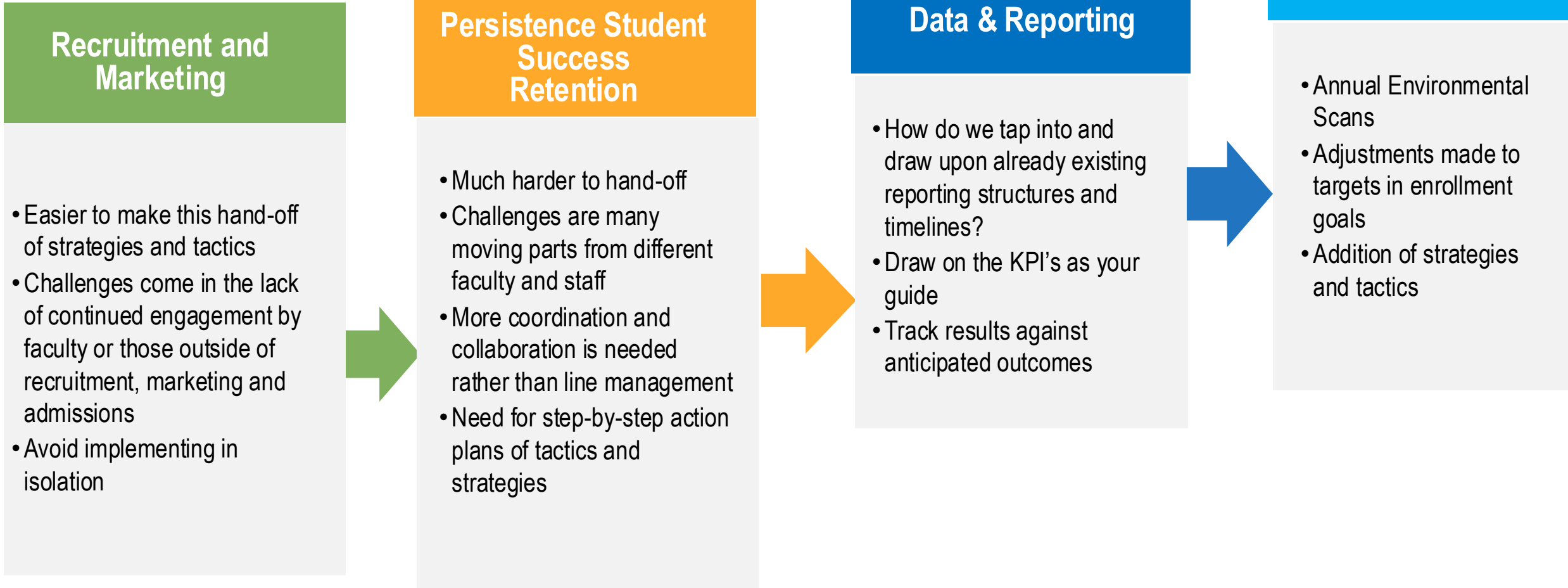
- Key Performance Indicators
- Regular assessment and report out

- Ensure all tactical work teams are cross functional
- Administration, faculty, staff and students

# Leading Through SEM



# OPERATIONAL OPPORTUNITIES AND CHALLENGES



# Building Clear Expectations

## 5-Year Impact Cycle example for Recruitment related goals



### YEAR 1 – DEVELOPMENT:

DEFINE AND APPROVE NEW TARGET MARKETS, MARKETING AND ENROLLMENT PLAN DEVELOPMENT, INFRASTRUCTURE ACQUISITIONS AND IMPLEMENTATIONS, TEST LAUNCH EARLY COMMUNICATIONS AND ENGAGEMENTS



### YEAR 2 – IMPLEMENTATION:

NEW MARKETING, REFERRAL AND RECRUITMENT PLANS LAUNCH WITH CRM SUPPORT, HOMEPAGE & WEBSITE UPDATES AND FINANCIAL AID LEVERAGING MODELS



### YEAR 3 – GROWTH:

FULL 18-TO-24-MONTH OUTREACH, MARKETING AND RECRUITMENT PLAN IMPLEMENTATION



### YEAR 4 – ASSESSMENT:

EVALUATION AND UPDATES TO NEW OUTREACH, MARKETING AND RECRUITMENT PLANS



### YEAR 5 – MATURITY:

ASSESSMENT OF PLANS AND IMPACT WITHIN NEW MARKETS

# Building Clear Expectations

## 5-Year Impact Cycle example for **Retention** related goals



### YEAR 1 – DEVELOPMENT:

DEFINE STUDENT POPULATIONS,  
IDENTIFY BARRIERS AND THOSE WHO CAN ASSIST  
IN REMOVING/REDUCING



### YEAR 2 – IMPLEMENTATION:

DEVELOP NEW PROGRAMING,  
DETERMINE RESOURCES,  
LAUNCH/DELIVER



### YEAR 3 – IMPACT:

FULL CYCLE OF LAUNCH OF  
THE INITIATIVE/PROGRAM



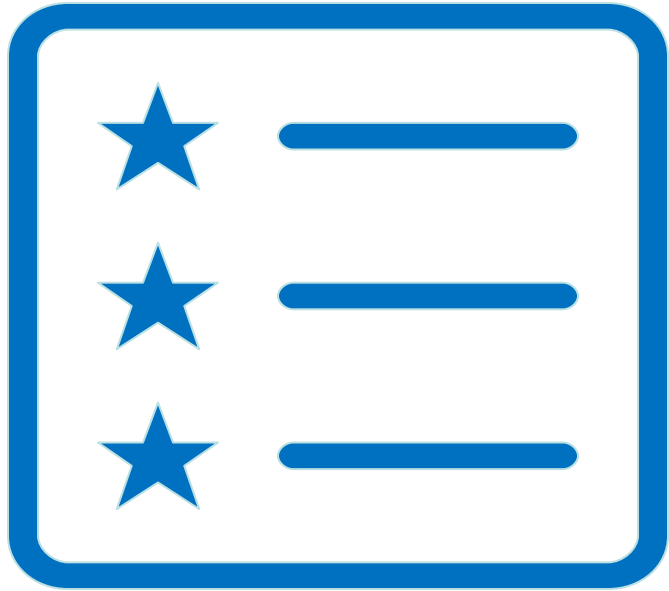
### YEAR 4 – ASSESSMENT:

SECOND YEAR OF DELIVERY  
ASSESSMENT OF FIRST YEAR OF  
INITIATIVE/PROGRAM



### YEAR 5 – SUSTAIN:

TWO YEARS OF DATA AND  
ASSESSMENT FOR COMPARISON  
MAKE ADJUSTMENTS AS  
NEEDED



# Assessment, Change Management and Mitigating Risk

# Some Think Assessment is...

UNNECESSARY  
BORING  
TIME CONSUMING

# Defining Assessment

“.... any effort to ***gather, analyze*** and ***interpret evidence/data*** that describes institutional, divisional or departmental ***effectiveness.***”

(adapted from Upcraft & Schuh, 2001)

An ***ongoing process*** aimed at understanding and ***improving outcomes.***”

(adapted from AAHE,1995)



# Simply stated...

How do we know that ***we are accomplishing our goals?***

How ***well are we performing?***

Are we focused on and ***doing the right things?***



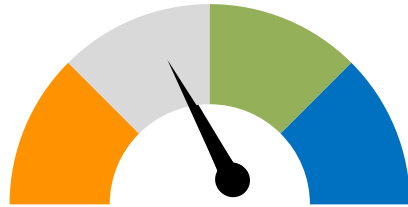
# ASSESSMENT CYCLE



# KEY PERFORMANCE INDICATORS ASSESSMENT MATTERS

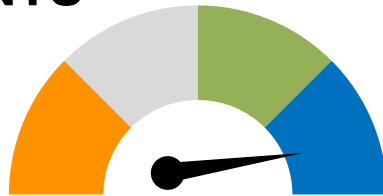
## SEM GOALS

- Track against long-term outcomes
- Determine appropriate milestones
- Impact of COVID-19
- Impact of FAFSA



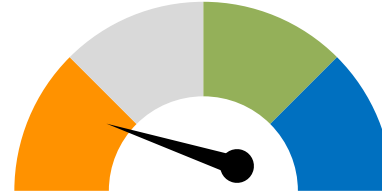
## NEW ENROLLMENTS

- Impact of FAFSA; employment opportunities
- Develop consistent definitions



## CONTINUING AND RETURNING ENROLLMENTS

- Impact of FAFSA; employment opportunities
- Develop consistent definitions









## ENROLLMENT SEGMENTATION

- By program
- By location
- By modality
- By ethnicity; SES; first generation; Pell eligible



# Selecting Methods

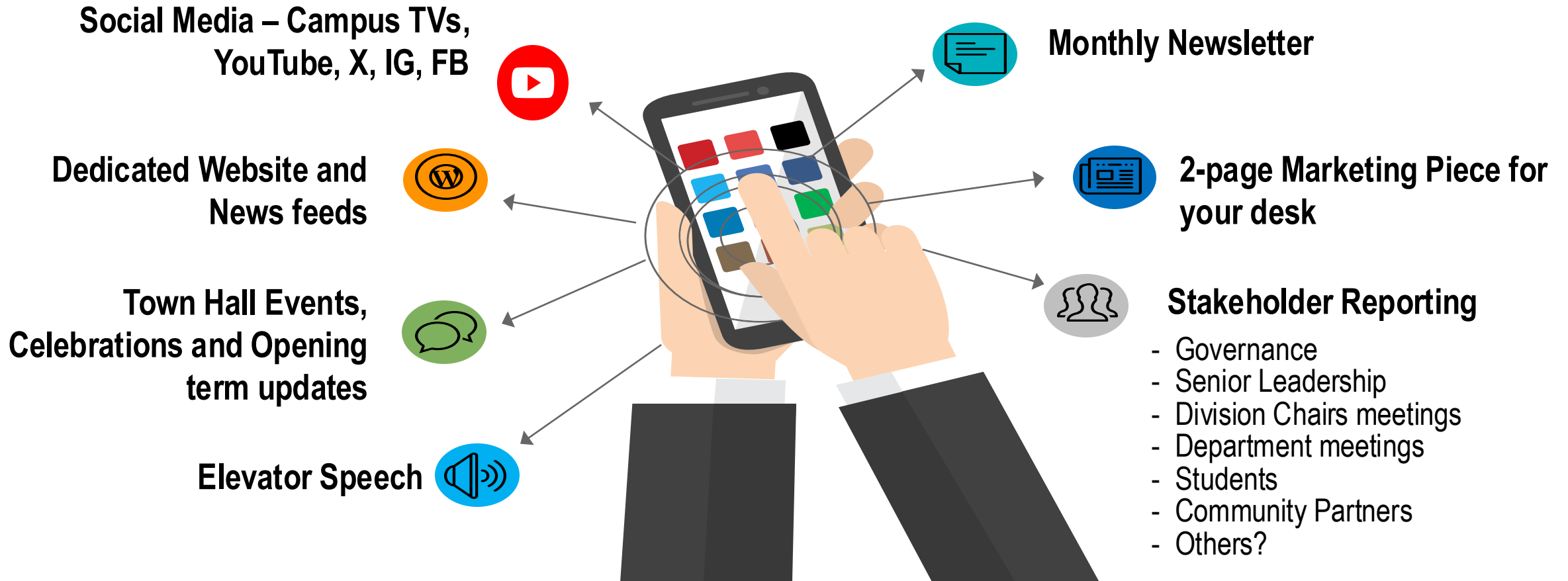
- |                                  |   |                            |
|----------------------------------|---|----------------------------|
| 1. Demographic Identification    |    | Tracking                   |
| 2. User Satisfaction             |    | Survey                     |
| 3. Comparison to Peers/Standards |    | Benchmarking               |
| 4. Cost Effectiveness            |    | Department/Unit Evaluation |
| 5. Student Needs                 |    | Needs Assessment           |
| 6. Student Culture/Climate       |  | Focus Groups/Surveys       |
| 7. Student Learning              |  | Outcomes Assessment        |

# Common Barriers to Sustaining SEM planning

- Lack of Clear Goals, Strategies, Tactics
- Lack of Champions/Leaders
- Inadequate Structure/Accountability
- Communication Breakdowns
- Limited Resources
- Data Gaps
- Inadequate Integration/Linkages and Connections
- Isolated/Fragmented Efforts/Shining Objects



# COMMUNICATION OF PROGRESS AND RESULTS



# Innovative Practices for Growing and Sustaining SEM

**Data Galleries to engage across the Institution**

**Faculty Toolbox with weekly tips on supporting the Plan and student success**

**Engaging with lessons learned from COVID-19**

**“Did you know?”  
Posters/Banners about student learning and success**

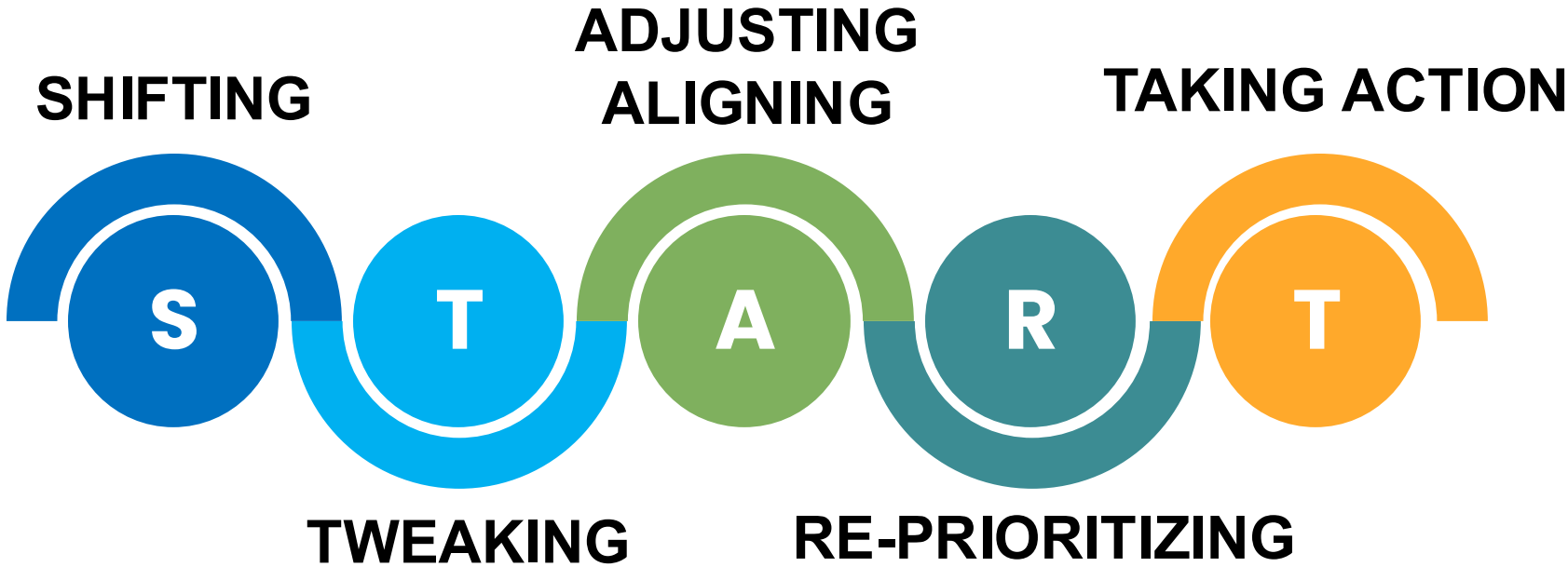
**Innovation start-up fund for new initiatives in support of the Plan**

**What other innovative practices are you considering?**

# DISRUPTION!

## REMEMBER SEM IS AN ITERATIVE PROCESS

### Right from the...



**THE S.T.A.R.T. of the LIVING PLAN**

# Effective Change Management

Creating a culture of *intellectual bravery* lies in leadership setting the tone, creating the vibe, and defining prevailing norms.

Intellectual bravery depends on leadership establishing a pattern of rewarded rather than punished vulnerability.

(Adapted from Timothy R. Clark, 2020)



# Effective Change Management

- Requires an enterprise-wide approach
- Improved organizational models and focus
- Leadership

# Effective Change Management



## 01 Create

Establish a feeling of urgency of hurriedness towards change.

## 02 Build

Formulate a guiding coalition

## 03 Form

Develop a strategy to bring about change.

## 04 Enlist

Communicate or put forth the vision or strategy for change

## 05 Enable

Empower employees for taking action to incorporate changes

## 06 Generate

Formulate and generate short-term goals

## 07 Sustain

Capitalize of wins or gains in order to produce bigger results

## 08 Institute

Incorporate new and better changes in workplace culture

John Kotter (2022) offers an 8-step model for [effective change management](#)

# Mitigating Risk

| Risk area   | Implications   | Mitigation strategy  |
|---|--|--|
| Lack of relevant data                                   | Goals ill-informed or based on anecdotes   | Gather best available data and supplement with national, state, and regional data  |
| Lack of available personnel to execute on tactical work | Delays in start of planning  | Communication with leadership; consider staffing secondments; reschedule milestones when needed                          |
| Analysis paralysis                                      | Delays in creating strategies and tactics to achieve goals                                       | Leadership facilitation of discussions, reminders of timelines, close communication with project leads and team leads    |
| Delays in decision-making/lack of decision-making       | Delay in completion of the planning and resulting improvements                                   | Regular communication with and by leadership to tactical leads; facilitation of work by committees and subcommittees     |
| Resistance to change                                    | Rigid adherence to practices and/or policies that create or maintain barriers to learner success | Work with leadership on change management techniques; couch the work in resulting benefits to both staff and to learners |

Jody Gordon and Laura Wankel

Foreword by Stan Henderson



# SEM IN *Action*

IMPLEMENTING and SUSTAINING YOUR PLAN

AMERICAN ASSOCIATION OF  
COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

# Learner Success and Enrollment Health: Case Studies





# Guiding Questions for Implementing SEM



- Who are your campus champions?
- What structures do you have in place for coordinating, supporting, monitoring, assessing and modifying your plan?
- Are goals, strategies and action plans clear with responsible parties empowered and timelines identified?
- Is the data gathering plan clear and defined (who, what, when, how, KPI's, shared)?
- What is the data dissemination plan?



# Guiding Questions for Sustaining SEM Efforts



- How is assessment and accountability integrated to inform evidence-based decision making?
- How will you ensure you celebrate the wins along the way?!!!



# The Evolution of SEM

- SEM integrates planning and data.
- SEM involves community engagement.
- SEM is iterative, thereby future-focused and inclusive.
- SEM involves partnerships and collaborations.
- SEM is transformative.
- SEM requires strategic leadership.
- SEM is a connector.

Jody Gordon,  
Senior Managing Consultant  
[gordonj@aacrao.org](mailto:gordonj@aacrao.org)

**THANK YOU!**



<https://www.aacrao.org/consulting>