SEM Core Concepts Workshop

Strategic Enrollment Management Planning

Facilitated by:

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Did you know that…

- Is a nonprofit higher education association
- Is a member of the Washington Higher Education Secretariat
- Is one of the largest (11,000+ members in over 40 countries) and oldest (100+ years) associations in the United States
- Is the professional home for registrars, admissions officers and enrollment managers/leaders

- Is a leader in professional consulting offering non-partisan advice by consultants who are professionals supporting professionals with our goal to leave you empowered to carry out the recommendations we provide

Agenda

1. Who do we aspire to be as an institution?

2. SEM Core Concepts

3. Organizing Effectively for SEM: A Planning Framework

4. Addressing Initiative Fatigue

Learning Objectives

1. Commonly define SEM and enrollment terms
2. Understand committee planning structures and general roles
3. Understand the role data plays in shaping your enrollment and student experience goals
4. Understand how to link existing University goals, strategies, and tactics as well as other plans with SEM planning
5. Understand next steps and milestones for the project

Myth Busting!!!

➢ Our campus is just too busy to commit the time and the effort to SEM planning. We won't get anyone to engage.

➢ Our campus is simply overwhelmed with having to develop other plans such as a strategic plan, an academic plan, equity plan, people and culture plan, internationalization plan, Indigenization plan, etc. Our colleagues state they simply cannot take on another planning initiative.

➢ Our campus already met our enrollment target for the incoming class. Why bother SEM planning when you already got it right with your enrollment targets?

➢ Our campus did engage in SEM planning but that in the end it had little to no impact. It simply sat on the shelf and collected dust. So why bother again?
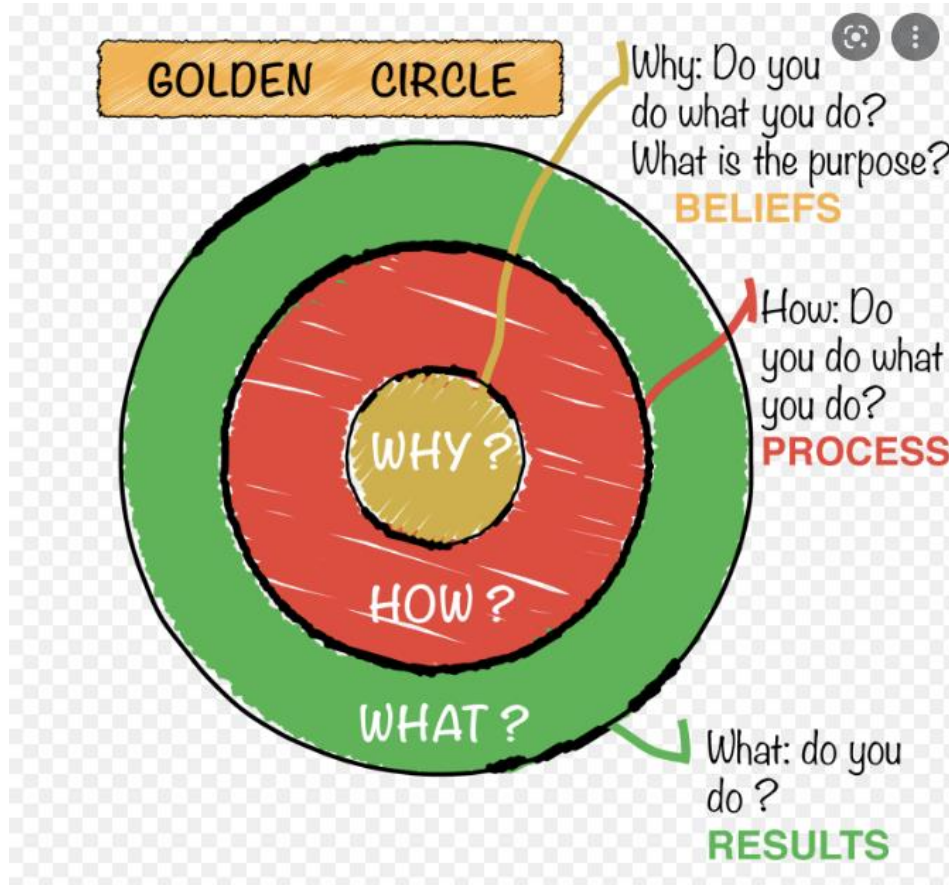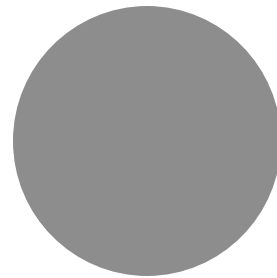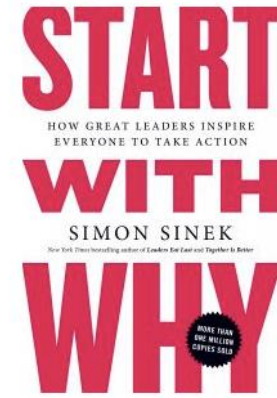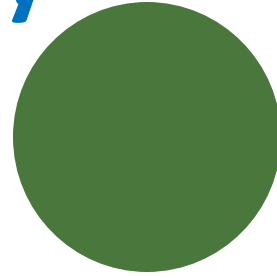
➢ Others???!!!!

SEM Planning

SEM

CORE

CONCEPTS

Building Blocks for Institutional
and Student Success

By Wayne Sigler, Ed.D.

What type of University do we aspire to be?

GOLDEN CIRCLE

Why: Do you do what you do? What is the purpose? **BELIEFS**

How: Do you do what you do? **PROCESS**

What: do you do? **RESULTS**

START WITH WHY

HOW GREAT LEADERS INSPIRE EVERYONE TO TAKE ACTION

SIMON SINEK

New York Times bestselling author of Leaders Eat Last and Together Is Better

MORE THAN ONE MILLION COPIES SOLD

Institutional Size – How big will the college be in 5 years?

Enrollment Mix – What is our desired on-line vs. in-seat enrollment? Credit vs. workforce training enrollment? What should our programmatic makeup look like?

Student Experience – What experience do we desire for our students? What should be optional vs. mandatory?

Justice, Equity, Diversity, Inclusion, Belonging – How will our enrollment mix and our student experience address equity gaps in access, persistence and completion? How will we improve diversity, inclusion and belonging?

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SEM: AN ENTERPRISE RESPONSE

*"Strategic enrollment management (SEM) is a **concept and process** that enables the fulfillment of institutional mission and students' educational goals." ~ Bob Bontrager*
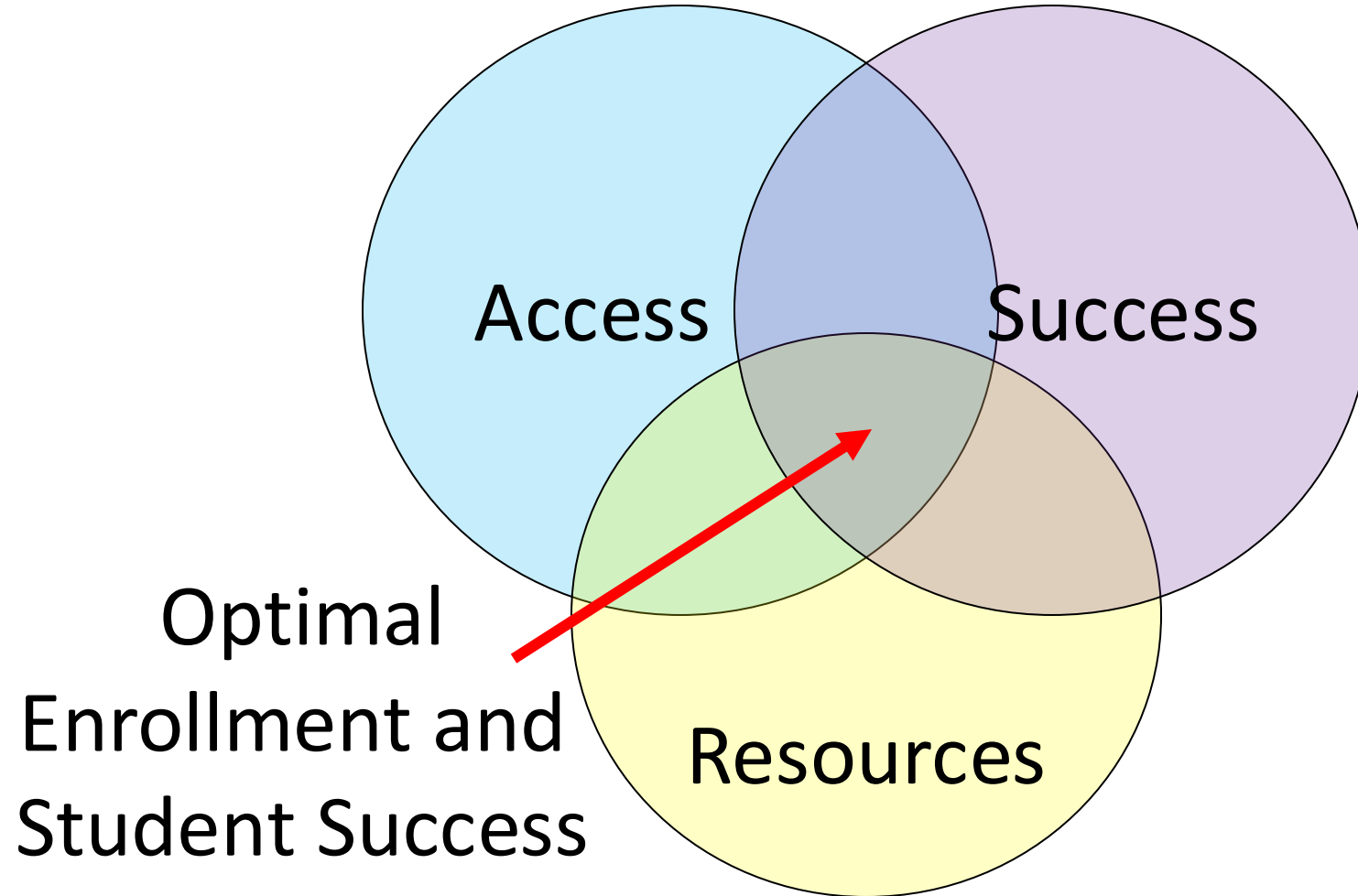
Strategic Enrollment Management is a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students, where "optimum" is defined within the academic context of the institution. As such, SEM is an institution-wide process that embraces virtually every aspect of an institution's function and culture. ~ Michael Dolence

*Enrollment management is a comprehensive and coordinated process that enables a college to identify enrollment goals that are allied 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*
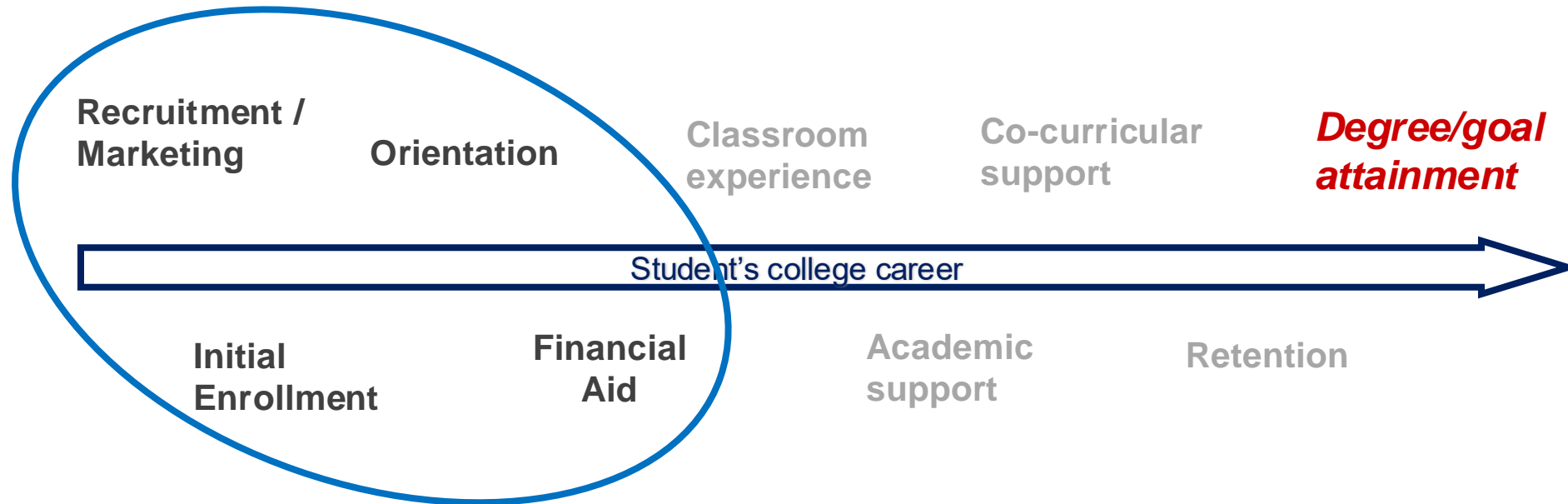
SEM is NOT . . .

1. A quick fix

2. The work of a single administrative unit

3. Solely about recruitment and marketing

4. Grounded in anecdotal evidence

5. Disconnected from your strategic plan

Competing Enrollment Goals

Access

Success

Resources

Optimal Enrollment and Student Success

The Traditional Enrollment Perspective

Recruitment / Marketing   Orientation   Classroom experience   Co-curricular support   *Degree/goal attainment*

Student's college career →

Initial Enrollment   Financial Aid   Academic support   Retention

Bob Bontrager, 2004

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SEM is Holistic
STUDENT LEARNING JOURNEY

- Dual enrollment
- Secondary preparation pipeline
- Articulation and partnerships

INQUIRY/ PROSPECT/ NEW STUDENT

CONTINUING STUDENT

COMPLETION/GRADUATE AND ALUM

RECRUITMENT/ MARKETING

ORIENTATION

LEARNING – ON CAMPUS AND VIRTUAL

CO-CURRICULAR LEARNING AND SUPPORT
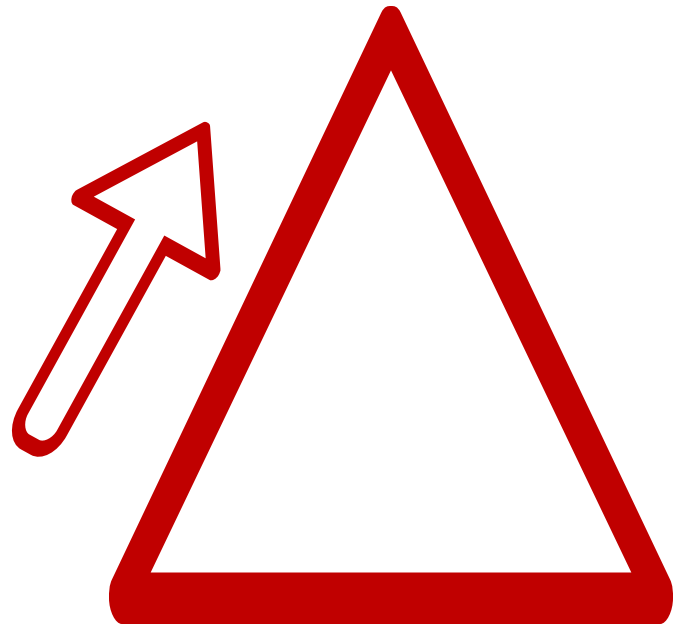
GOAL/CREDENTIAL ATTAINMENT

ADMISSION/INITIAL ENROLLMENT

FINANCIAL AID

LEARNER SUPPORT

PERSISTENCE

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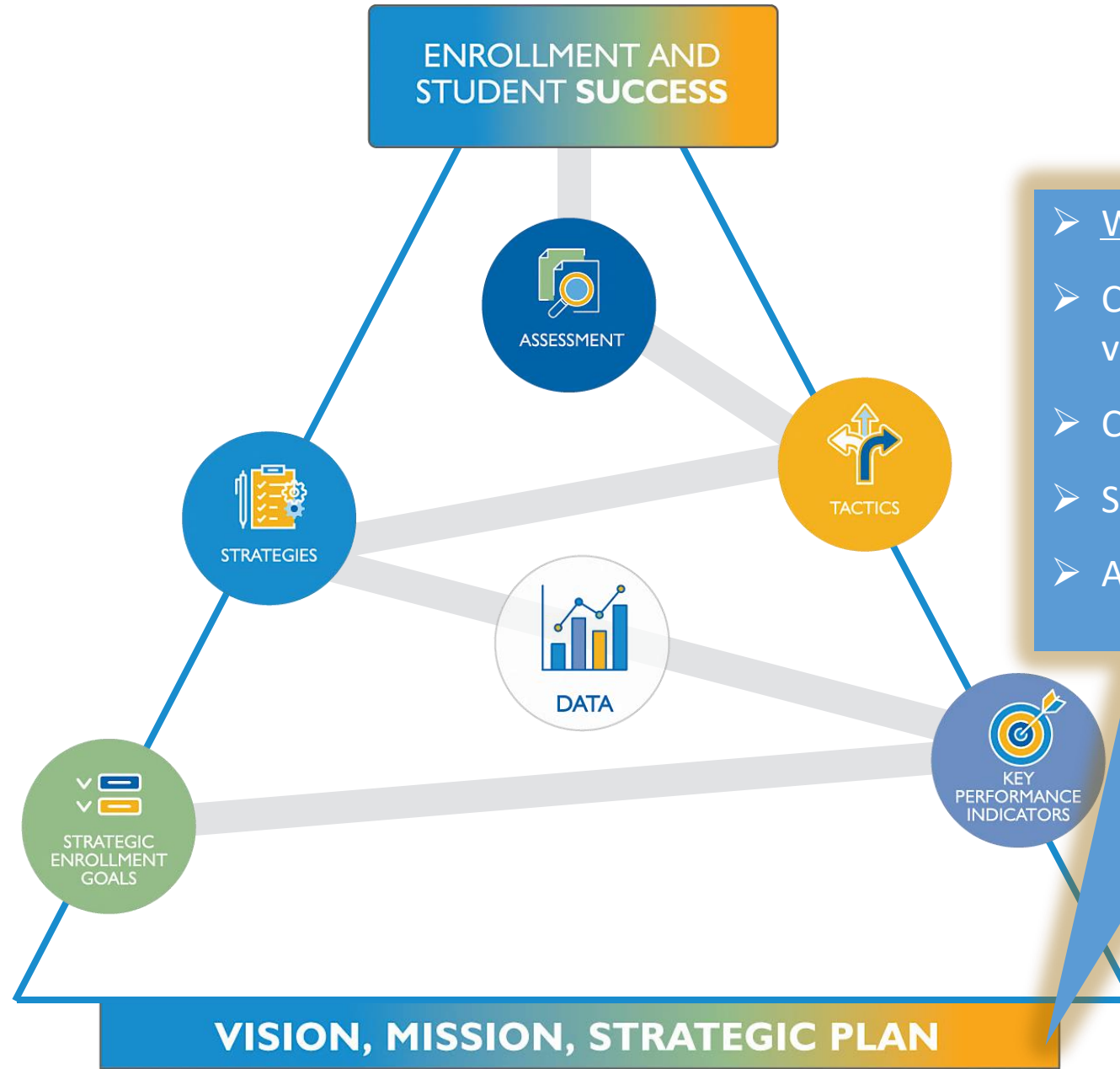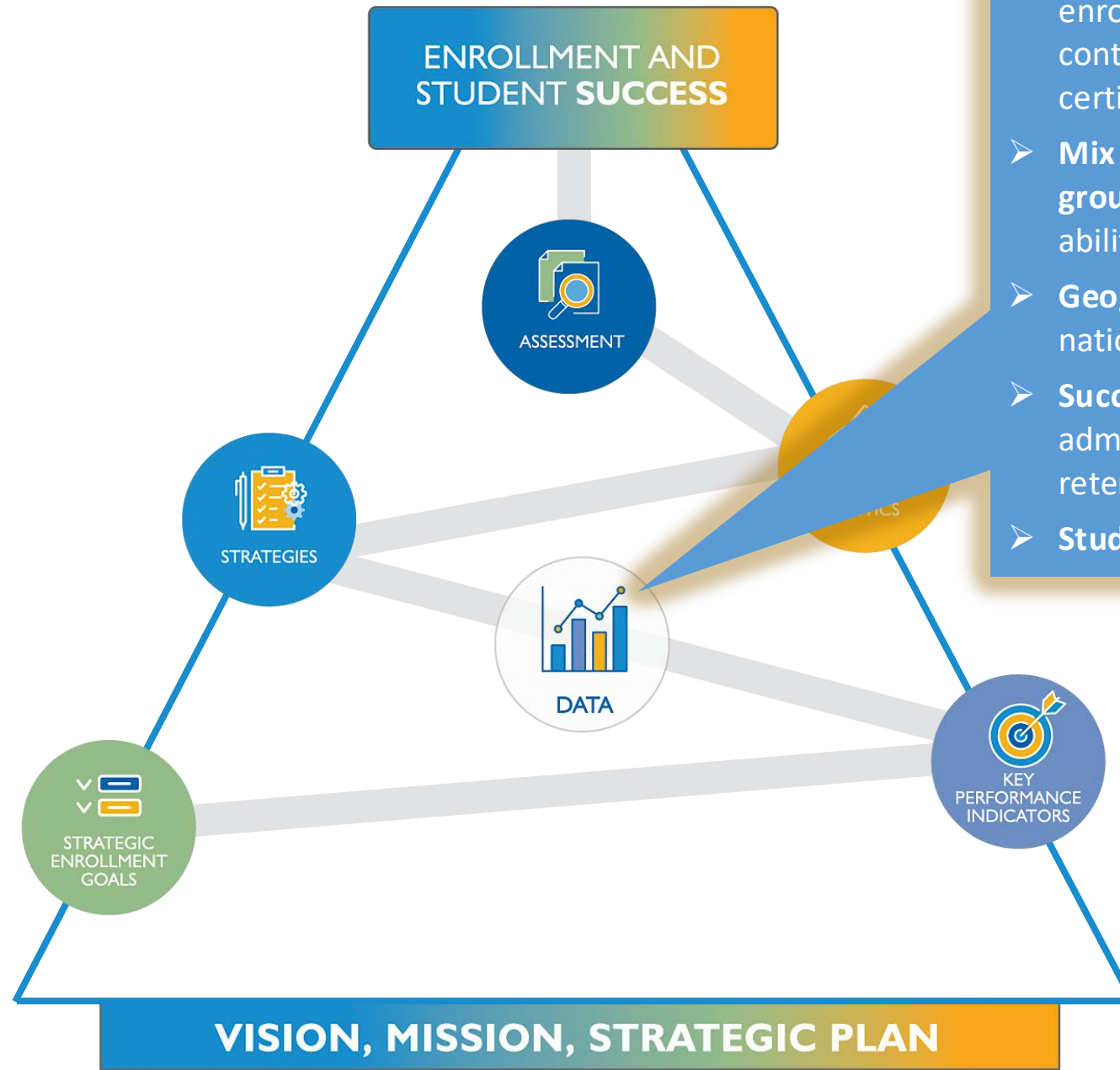- Increased job/career satisfaction and outcomes
- Increased equity

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SEM as a Linked Strategic Plan

Institutional Strategic Plan:
Vision, Budget, Governance

Academic Plan:
Programs, delivery, faculty

Student Affairs Plan:
Learning, Recreation, Housing

Facilities Plan:
Buildings, Grounds

Long Range Budget:
Tuition, Investments

Marketing Plan:
Image, Units, Alumni, Fundraising

SEM Plan:
Enrollment; Student Experience
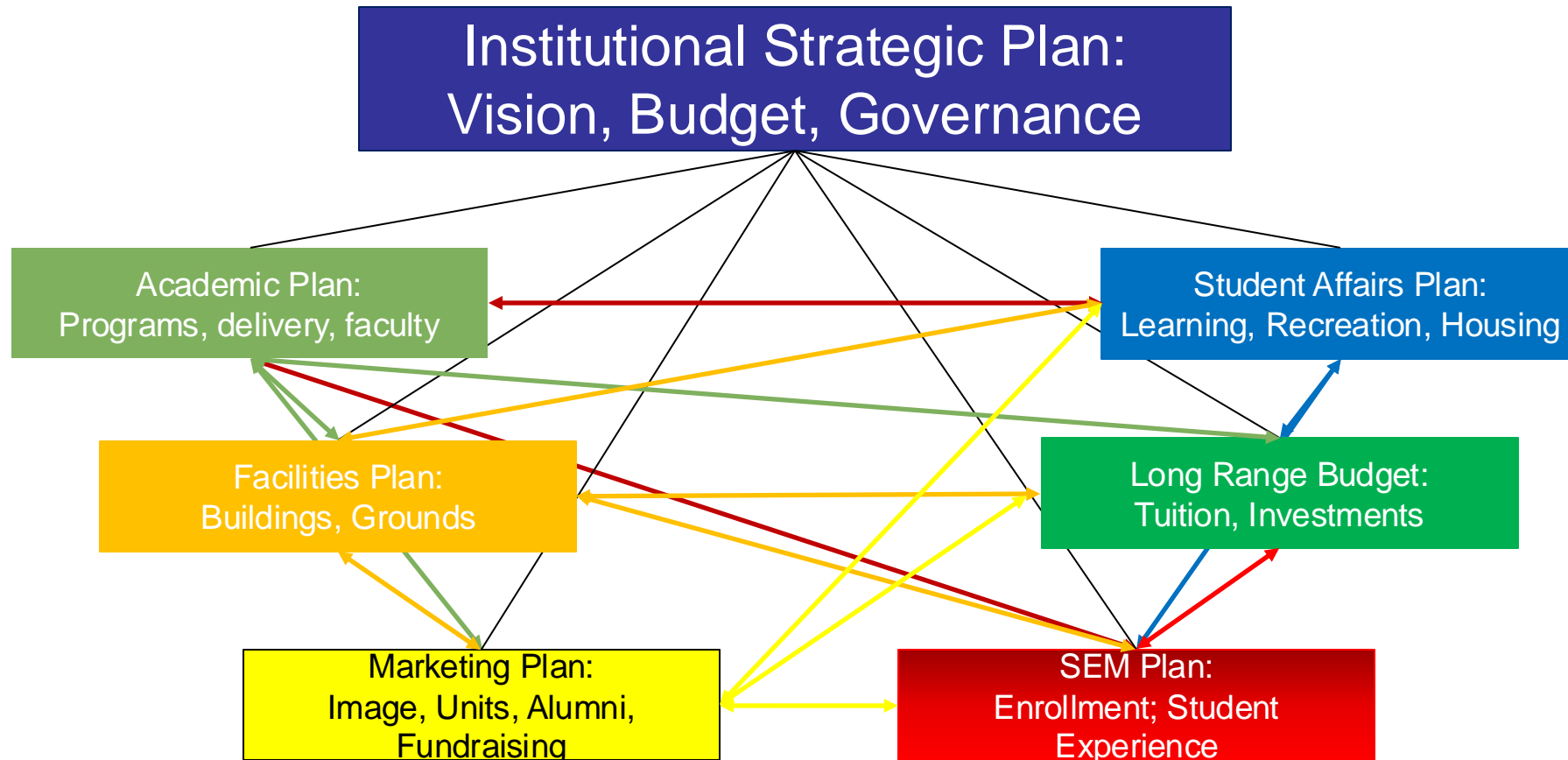
Organizing Effectively for SEM Planning:
SEM Framework
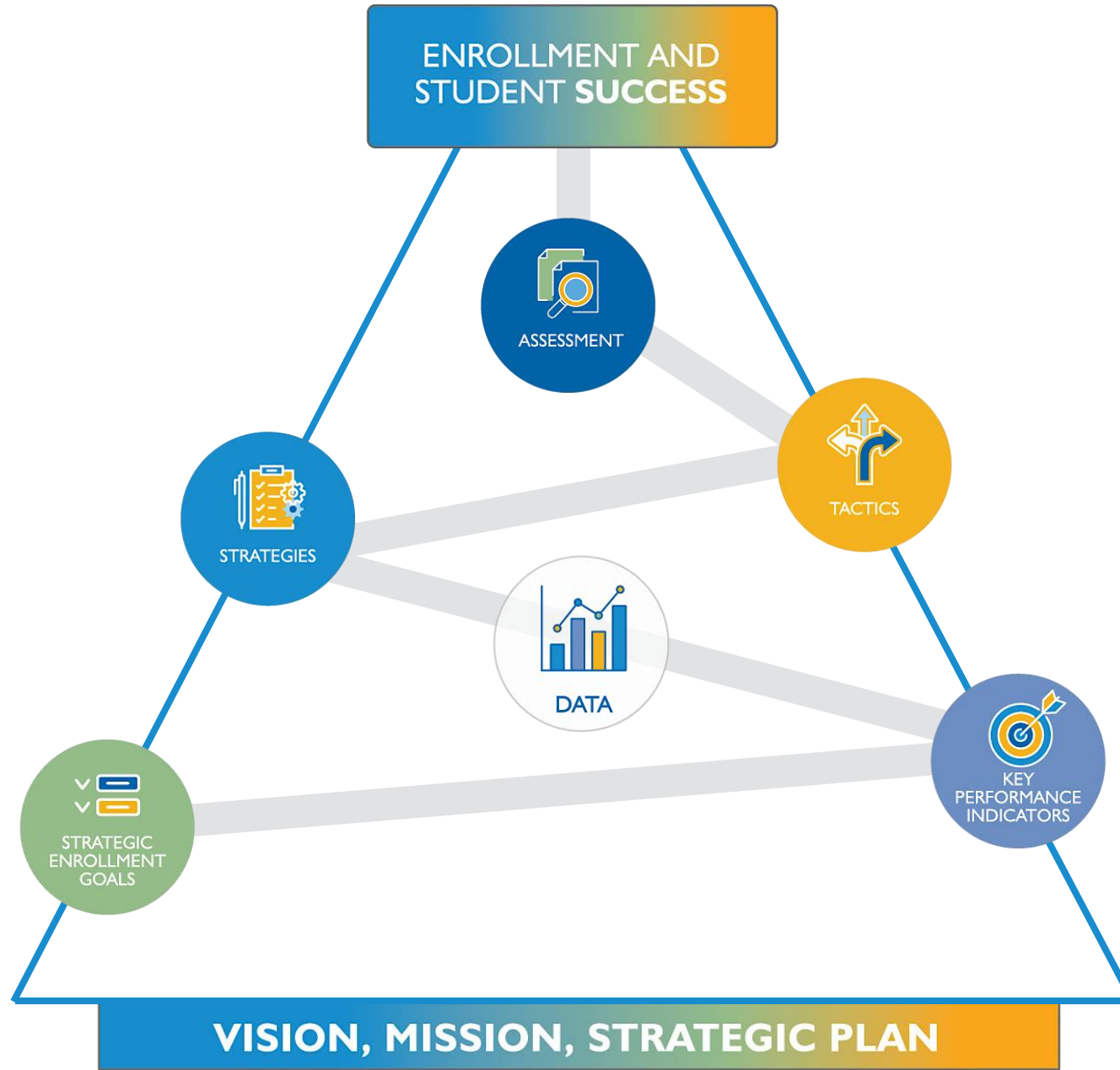
ENROLLMENT AND STUDENT **SUCCESS**

ASSESSMENT

STRATEGIES

DATA

KEY PERFORMANCE INDICATORS

STRATEGIC ENROLLMENT GOALS

VISION, MISSION, STRATEGIC PLAN

➢ **Student types**: first year, transfer, dual enrollment, in-seat, workforce training, continuing ed, face-to-face/online, certificate, diploma, etc.

➢ **Mix of students or Desired students groups**: racial/ethnic diversity, academic ability, 1st gen; adult learners

➢ **Geographic origin**: local, regional, national

➢ **Success Metrics:** inquiries, applications, admits, enrolled, yield percentage, retention/persistence/completion rates

➢ **Student satisfaction rates**

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Take a closer look at how we might use the data:

SOAR , an Internal/External Matrix

Internal >

Internal External >

Strengths

Aspirations

Opportunities

Results

Internal <

Internal External <
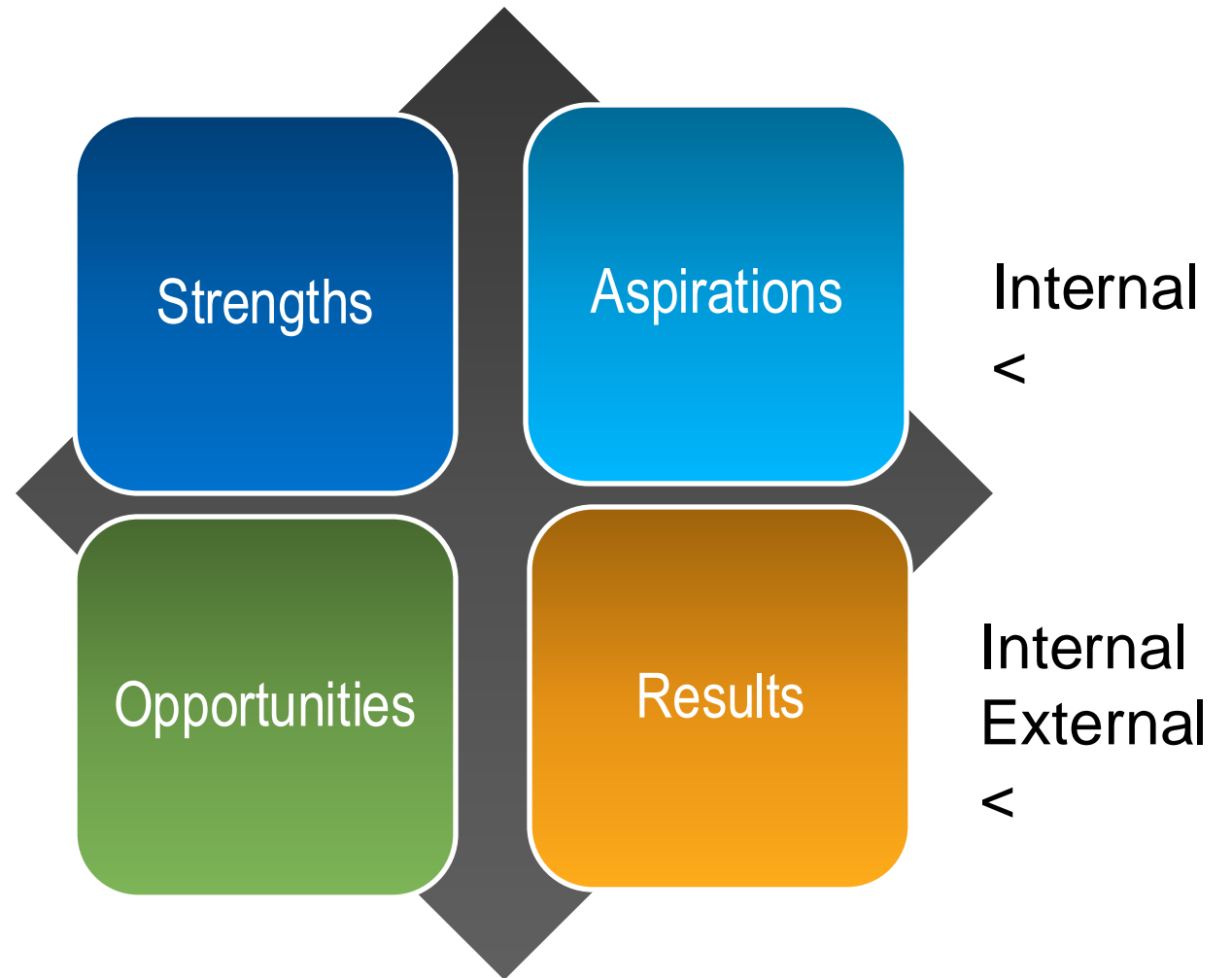
After the SOAR…

Data tells,
but
Stories sell.

- What stories are emerging that are supported by data and the SOAR at this point?

- Stories help test the data.

- Stories help you and your colleagues understand the data that you have been studying.

Forming issues

➢ An issue is a statement of "fact" that demands your attention and response.

➢ The issue is derived from the stories you are seeing in your qualitative and quantitative data and SOAR.

➢ The issue statement begs the key question: "What are we going to do about it?"

➢ The issue may be a challenge, or it might be an opportunity.

➢ Clarifying your issues enables you to see what you really need to respond to…and to "make the case."

➢ This strengthens your ability to prioritize…and it becomes your rallying cry.
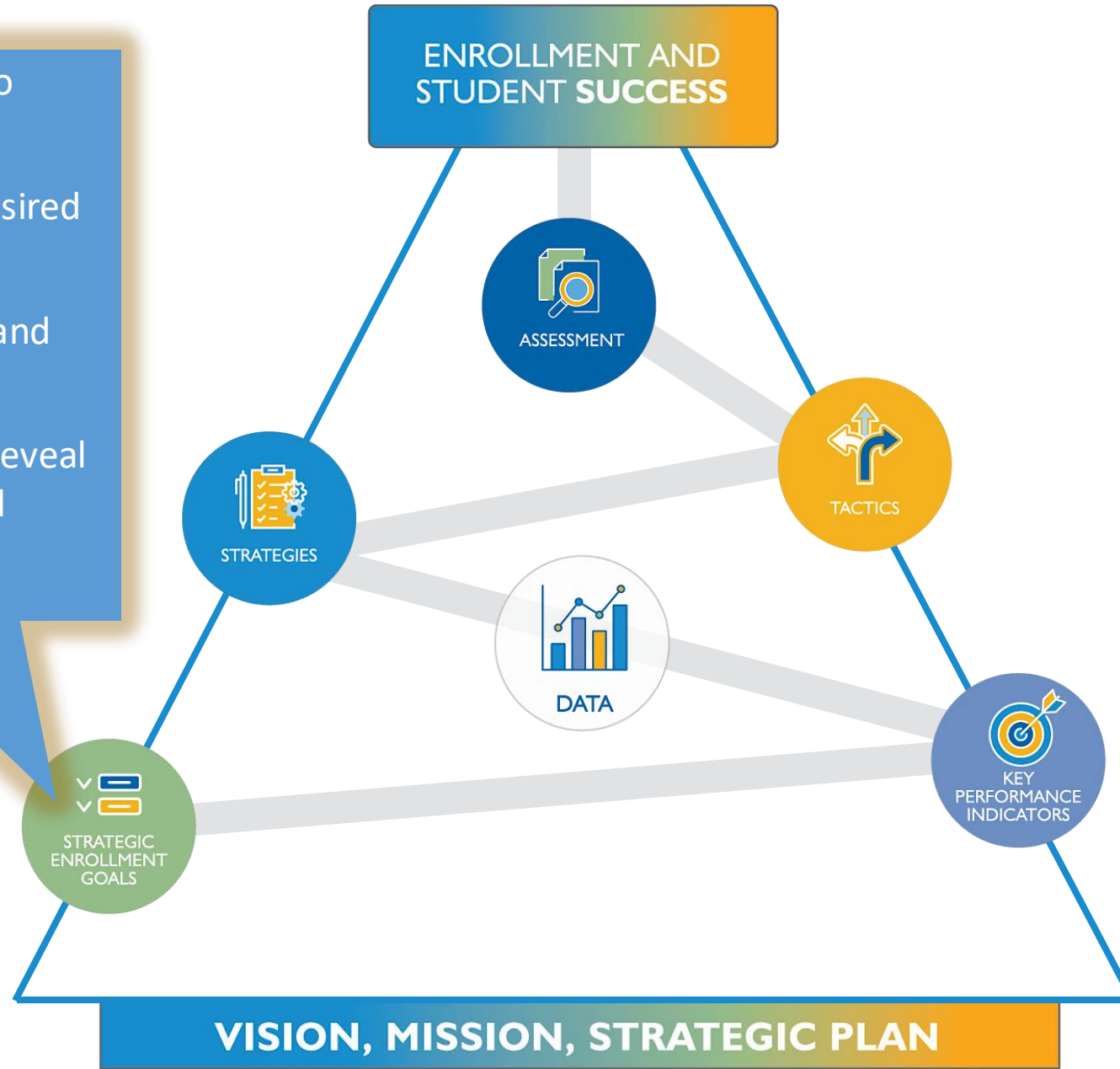
What are enrollment and student success goals? Identifying issues

- ➢ The concise statements about where you are today and how far you want that to change at a fixed point in the future, but without a roadmap as to how to do it

- ➢ Goals name **the enrollment segment** that will move and the experience we want them to have:
  - ➢ Freshmen, transfers, dual enrollment, adult learners, for example

- ➢ Goals **state the starting point**
  - ➢ "from 686 degree-seeking freshmen in the fall 2022 term"

- ➢ Goals **state the desired ending point**
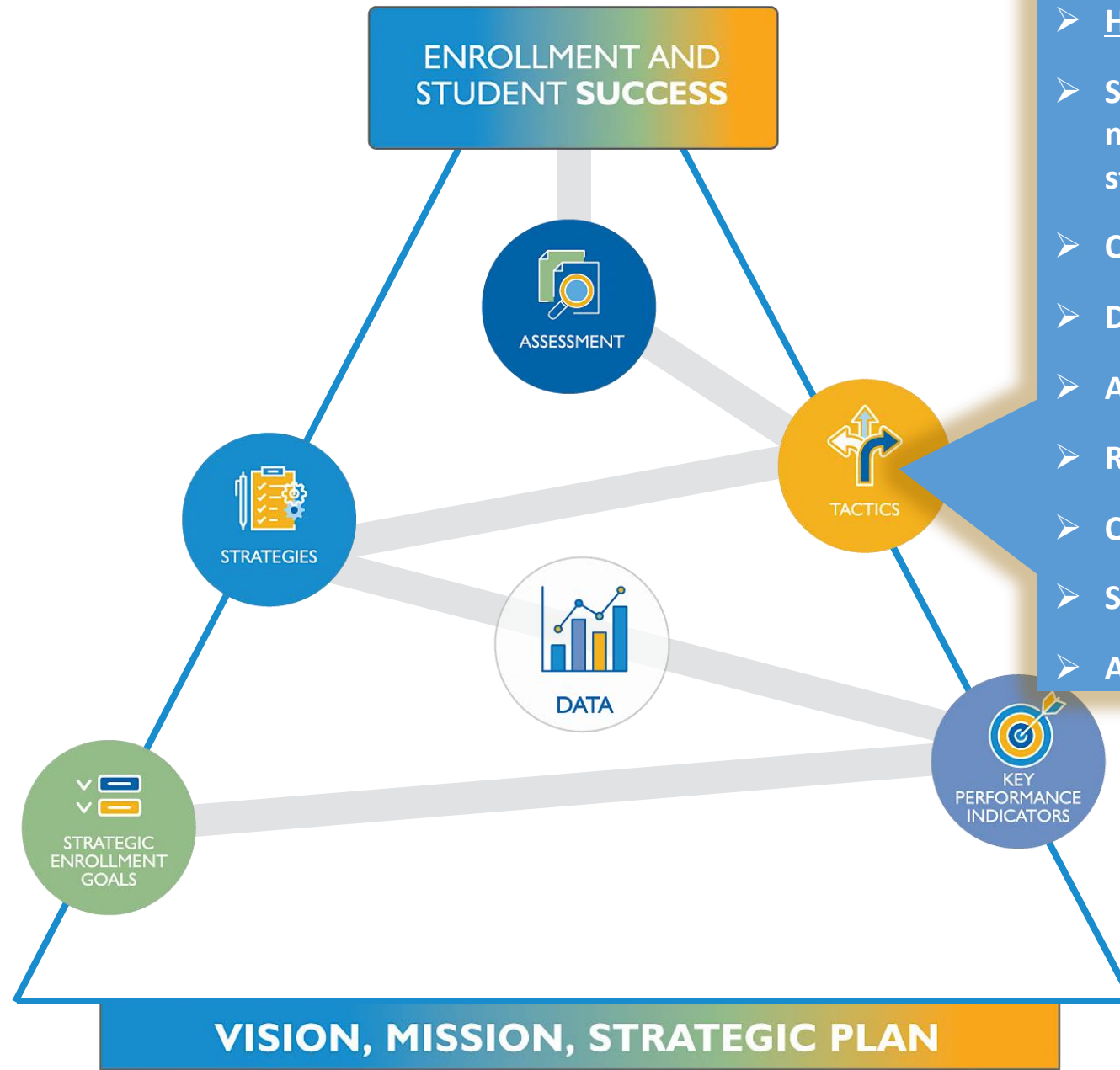 - ➢ "to 1000 degree-seeking freshmen in the fall 2027 term"

"Increase the number of degree-seeking freshmen from 686 in fall 2023 to 1000 in fall 2027" or "Ensure that 80% of all degree seeking graduates participate in at least 1 experiential learning activity"
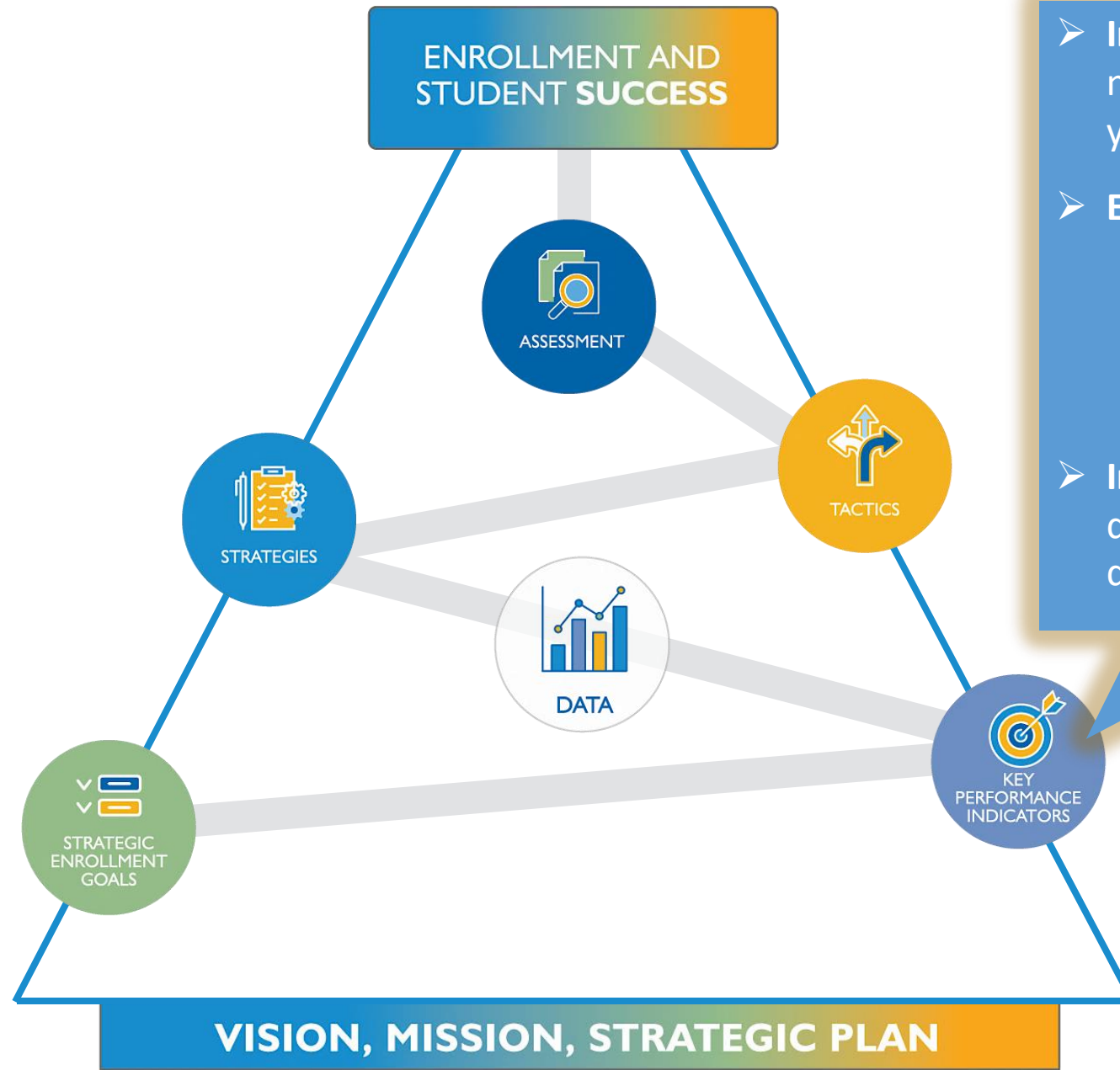
- Sets the direction for **HOW** the goals will be met

- Bold ideas

- Integration with existing initiatives

- Utilize emerging technologies

- Financial aid/scholarships

- Academic programs: mix and delivery systems

- Staffing: skill sets, strategic deployment

- Capacity for making effective enrollment decisions : positions, reporting lines, committees

ENROLLMENT AND STUDENT **SUCCESS**

ASSESSMENT

STRATEGIES

TACTICS

DATA

STRATEGIC ENROLLMENT GOALS

KEY PERFORMANCE INDICATORS

VISION, MISSION, STRATEGIC PLAN

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Goals, Strategies, Tactics: There IS a Difference

1. Mission, Vision, Values, Strategic Plan: the foundation stones of SEM

2. Goals: 6-8 broad statements that will frame data-informed **issues** to drive change in your enrollment and student success and allow you to meet the vision and strategic plan of the University. _Example: Increase Fall to Fall retention rates for first time first year from XX to YY through 2027._

3. Strategies: 3-4 more focused, but still relatively broad, statements for each goal to identify a **direction** that will support that goal. _Example: Improve gateway course completion success rates._

4. Tactics and action plans: 3-4 specific statements for each strategy with supporting steps, timelines, personnel, and metrics to operationalize that strategy--the road map for **how to achieve** each strategy and support the goals. Example: _We will design and implement academic support programs such as supplemental instruction for first year Math and English._
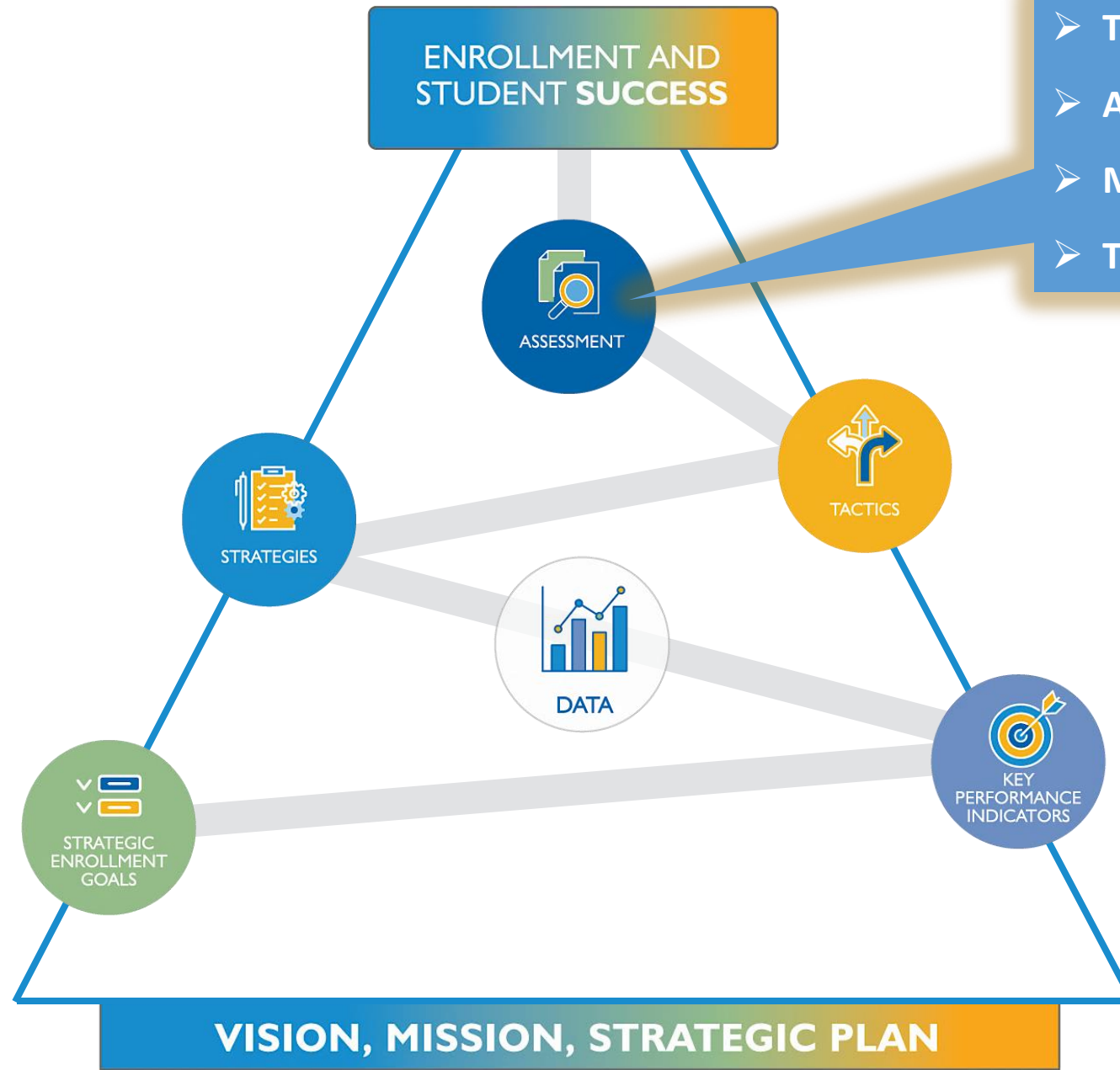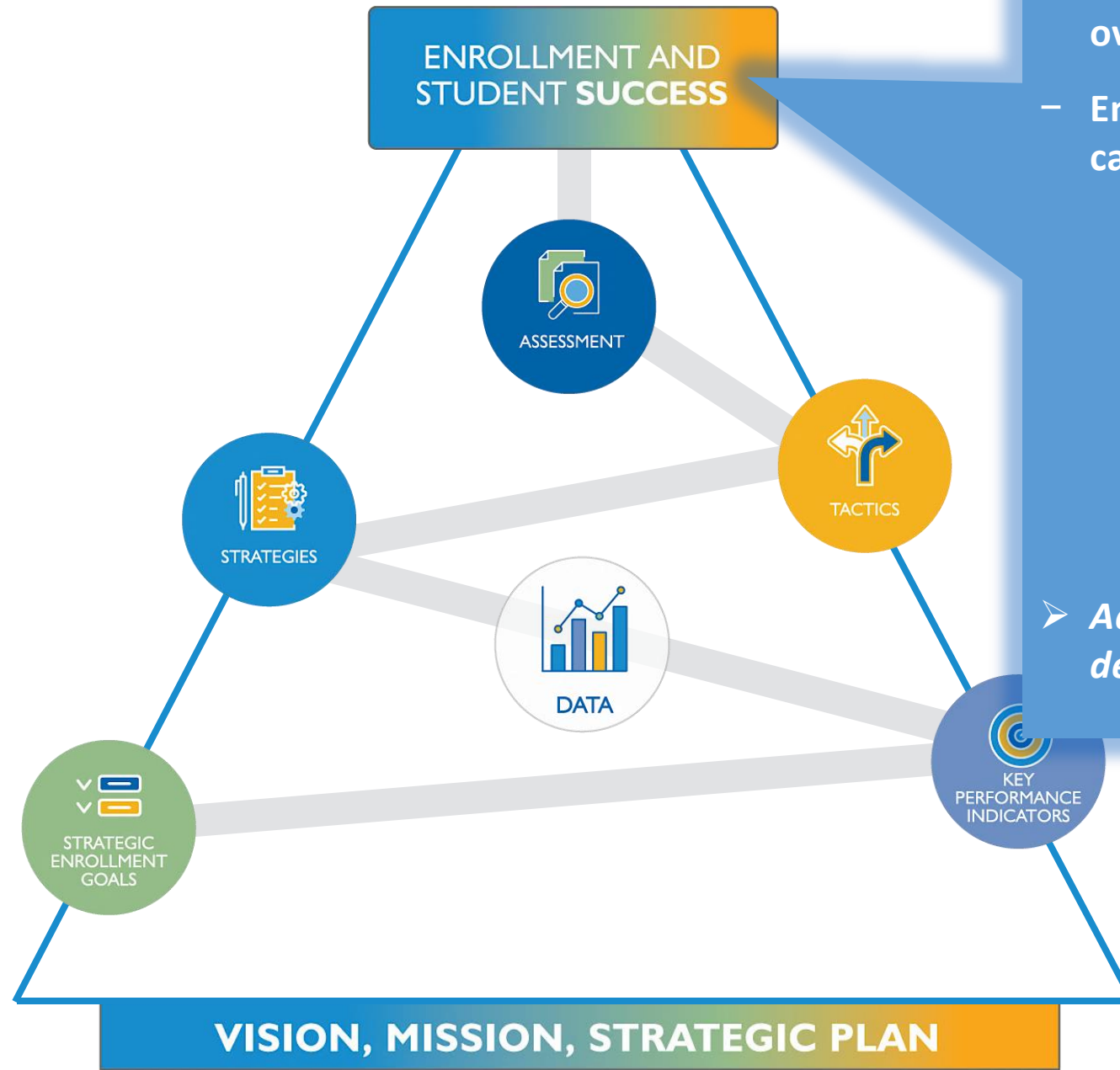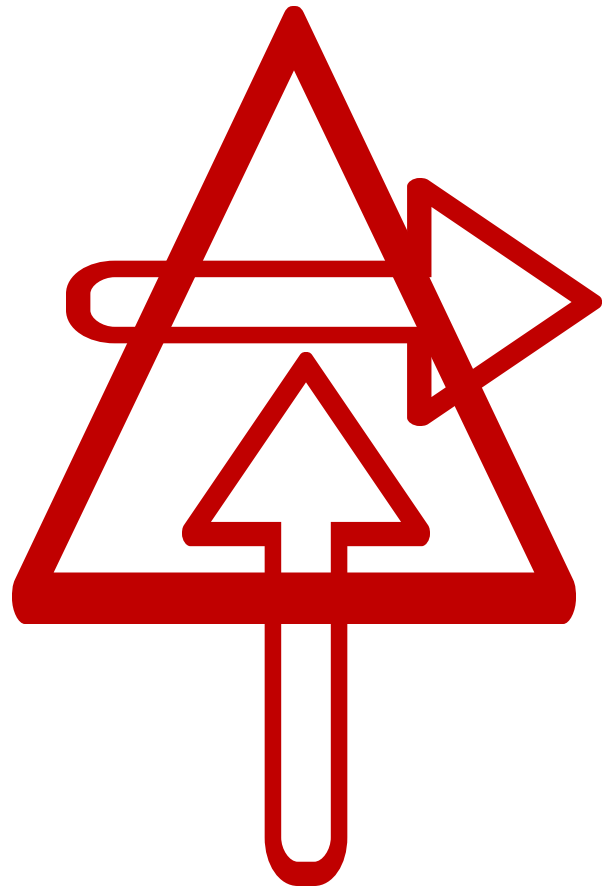
Organizing Effectively for SEM: Addressing Planning and Initiative Fatigue

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LinkEx

SEM AS AN ADD-IN NOT AN ADD-ON

LINK ⟷ **INTEGRATE** ⟷ **EXTEND**

LOOK FOR LINKS

⟷

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.

Link…Integrate…Extend - "LinkEx" Example

Goal One: Increase enrollment by men of color over the age of 25 from 5.7% (n = 139) male students of color Total enrolled students with a MCC Pathway 2427 2026 Goal: 10%	

SEM Strategy 1 A: Engage in strategic management of academic programs to prioritize those with the most growth potential for adult male learners.

REACH Strategy 1A: Business (1 associate of science degree, 5 certificates of achievement, and 1 certificate in), Manufacturing (1 AS, 1 CA, 1 CN), and Agricultural hybrids with business and manufacturing (1 AS-T, 2 AS, 1 CA) have been identified through our REACH efforts as programs with the most growth potential for adult learners of color.

Guided Pathways 1A: Continued redesign of the website to be more student-facing and accessibility should be helpful for re-entry students who are not receiving targeted support from counselors (e.g., at a high school RTG event). While not a degree audit tool, Program Mapper is a good step to clarifying the path and providing career and labor data. Career Coach also provides career exploration and labor data outside of the high school setting. Increased engagement and onboarding at adult schools is also key.

Vision for Success Initiatives 1A: CLOSE EQUITY GAPS: "Reduce equity gaps across all Vision for Success measures through faster improvements among traditionally underrepresented student groups." CLOSE REGIONAL ACHIEVEMENT GAPS: "Over five years, reduce regional achievement gaps across all Vision for Success measures through faster improvements among colleges located in regions with the lowest educational attainment of adults."

Other Initiatives (specify) 1A: Strategic Plan 2.1.d: "Develop and implement an outreach plan with targeted activities for the following groups: Males… Adult re-entry students… Adult education"; [insert from student equity plan] Strategy 3.2.a: "Use critical criteria and target occupation data to guide program development and enhancement."

	Relationship to other initiatives (REACH, Guided Pathways, Vision for Success, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 1.A.1: Identify current high-demand programs with most potential to enroll more male students.	Noted above	Spring 2023	By Pathway – Majority MOC in MCC ABC Business Administration (26%) Ag/Ag Business (15%)	Dedicated academic counselor, funds for activities and PD; mentoring from faculty, local professionals, peers, and alumni; Marketing materials; Expanded	Student-led events; More holistic student supports and "warm handoffs," DI populations reflected in student support service areas,	Instructional and student services deans Institutional researcher	Need more support for IR

THANK YOU!
Questions?
☺

GET IN TOUCH

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