



Applying SEM in the Academic Context: SEM Project Kick-off University of Victoria

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Workshop overview

1. Introductions
2. Brief History and Definition of Strategic Enrolment Management (SEM)
3. Applying a SEM Template
4. The Practice of SEM
5. SEM Planning
6. SEM Planning Project at University of Victoria

About AACRAO

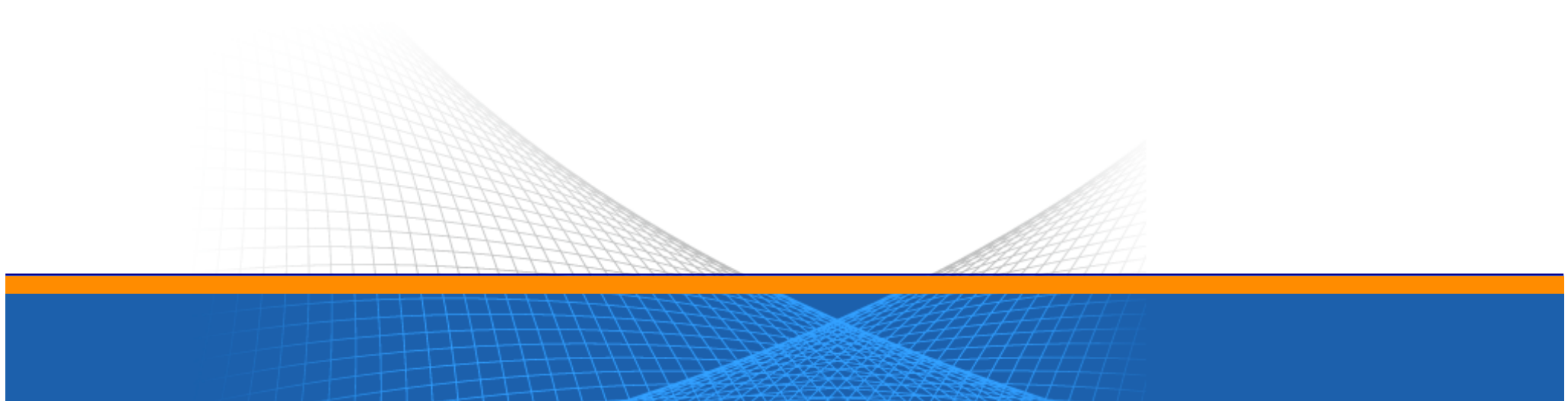


- Non-profit - 100+ years old professional organization.
- Largest publisher of SEM content in the world.
- Our publications, webinars and conferences set the industry standard for approaches to long-term enrolment health.
- Access to the best practices and leading thoughts of our 11,000+ higher education enrolment professionals.
- 11,000 members in over 2600 universities in 42 countries.



Leading Solutions for Higher Education

SEM History



A brief history of Strategic Enrolment Management (SEM)

1. Earliest written references in the US are in 1974 by Maguire and Campanella from Boston College to “enrolment management”.
2. Adopted by admissions and marketing professionals in the mid-1980’s in response to “baby bust” demographic shifts:
 - Large infrastructure development from 1960’s to 1980’s to accommodate “massification” and “baby boom”.
 - Sharp declines in 18-year-old population.
 - Most popular among private colleges and universities.
3. Early versions featured enhanced marketing and financial discounting methods.

A brief history of Strategic Enrolment Management (SEM)

4. 1990's:

- Expansion of tuition discounting practices among privates.
- Enrolment management divisions start to form.
- Emphasis on retention starts to emerge.

5. Early 2000's:

- Public universities become engaged in SEM.
- Tuition discounting expands to public sector.

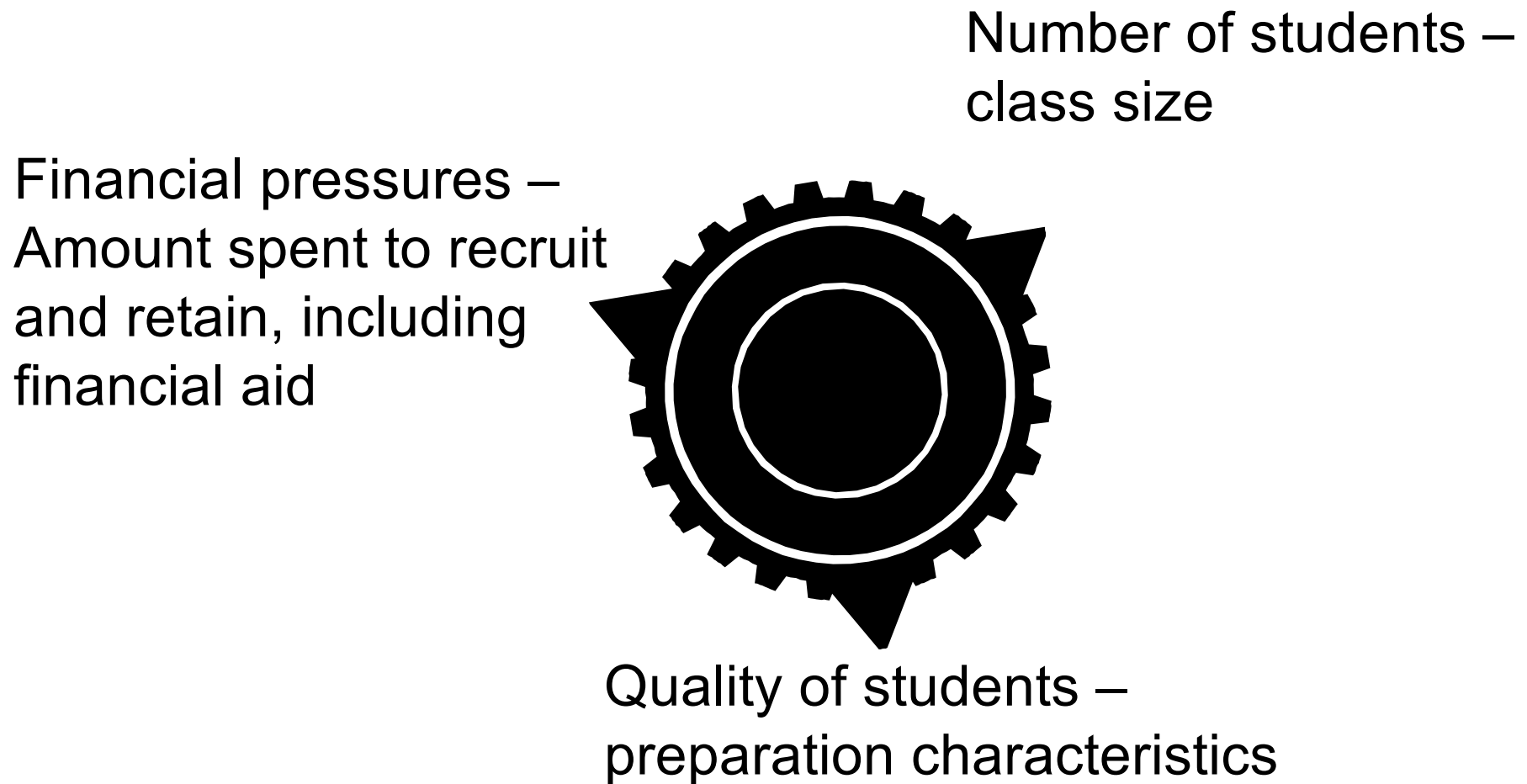
6. Mid-2000's:

- Community colleges become engaged in SEM.
- Disruption to marketing and communication methods by Internet:
 - New techniques and concepts begin to emerge.



A Toolset for Meeting Challenges: SEM Defined and Focused

Enrolment pressures at all institutions



SEM: The Toolset

- Strategic Enrolment Management is a concept and **process** that enables the fulfillment of institutional **mission** and **students' educational goals**. ~ Bob Bontrager
- Strategic Enrolment 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
- Enrolment management is a **comprehensive** and **coordinated** process that enables a college to identify enrolment **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: The Academic Context

The Instructional Tie

1. SEM helps accomplish the educational goals of both the student and the institution.
2. Enrolls students for whom programs or the institution “fit”.
3. Provides appropriate academic/instructional support.

“An institution’s academic program is inexorably co-dependent on enrolment management. The quality of the academic program can only be developed and maintained in a stable environment, and stable enrolments are only possible through sound planning.”

~ Michael Dolence

“The structure or organization of enrolment management within an institution is not as important as how it connects with academics. The debate over where SEM should be located misses the point. It simply cannot succeed unless it is part of the academic fabric of the institution.”

~ Stanley Henderson

SEM Purposes

The purposes of SEM are achieved by:

1. Establishing clear **goals** for the number and types of students needed to fulfill the institutional mission.
2. Promoting **students' academic success** by improving access, transition, persistence, and graduation.
3. Promoting institutional success by enabling effective **strategic and financial planning**.
4. Creating a **data-rich environment** to inform decisions and evaluate strategies.
5. Improving process, organizational and financial **efficiency**, and outcomes.
6. Strengthening **communication and collaboration** across the campus—especially between those who lead enrolment offices and faculty.

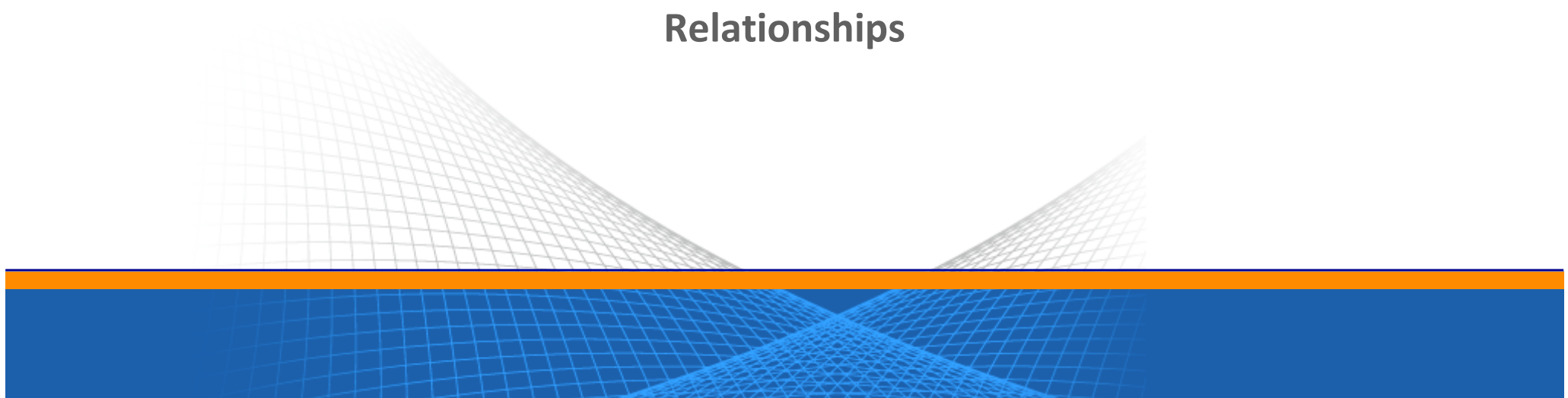
What SEM Is Not

- A quick fix or silver bullet.
- An enhanced admission and marketing operation.
- A recruiting plan.
- An administrative function separate from the academic mission of the institution.
- Solely an organizational structure.
- Solely about growth.
- A financial drain on the institutional budget.
- An overnight process.



Applying the SEM TEMPLATE

Integrating Structure, Planning, Leadership, and Relationships



The Four Faces of SEM

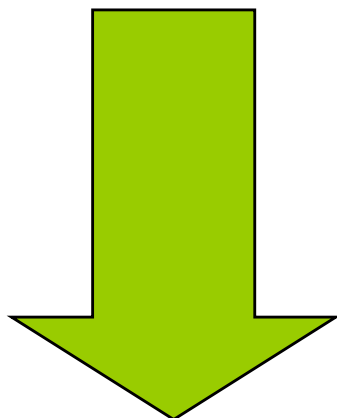
1. Structure—a focus on operations and organizational effectiveness.
2. Planning—a focus on long-range planning and institutional strategy.
3. Leadership—a focus on shared responsibility at multiple levels to communicate purpose and motivate people.
4. Relationships—a focus on Student Success in a culture of inclusion and engagement.

The Blended Model of SEM...

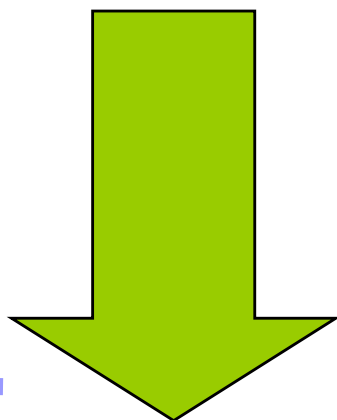
- ...requires an understanding of the complex dynamics that shape the university's enrolment profile.
- Integrating the 4 Faces of SEM requires that we focus not on individual functions and departments but on the entire enrolment process.

ACTIONS

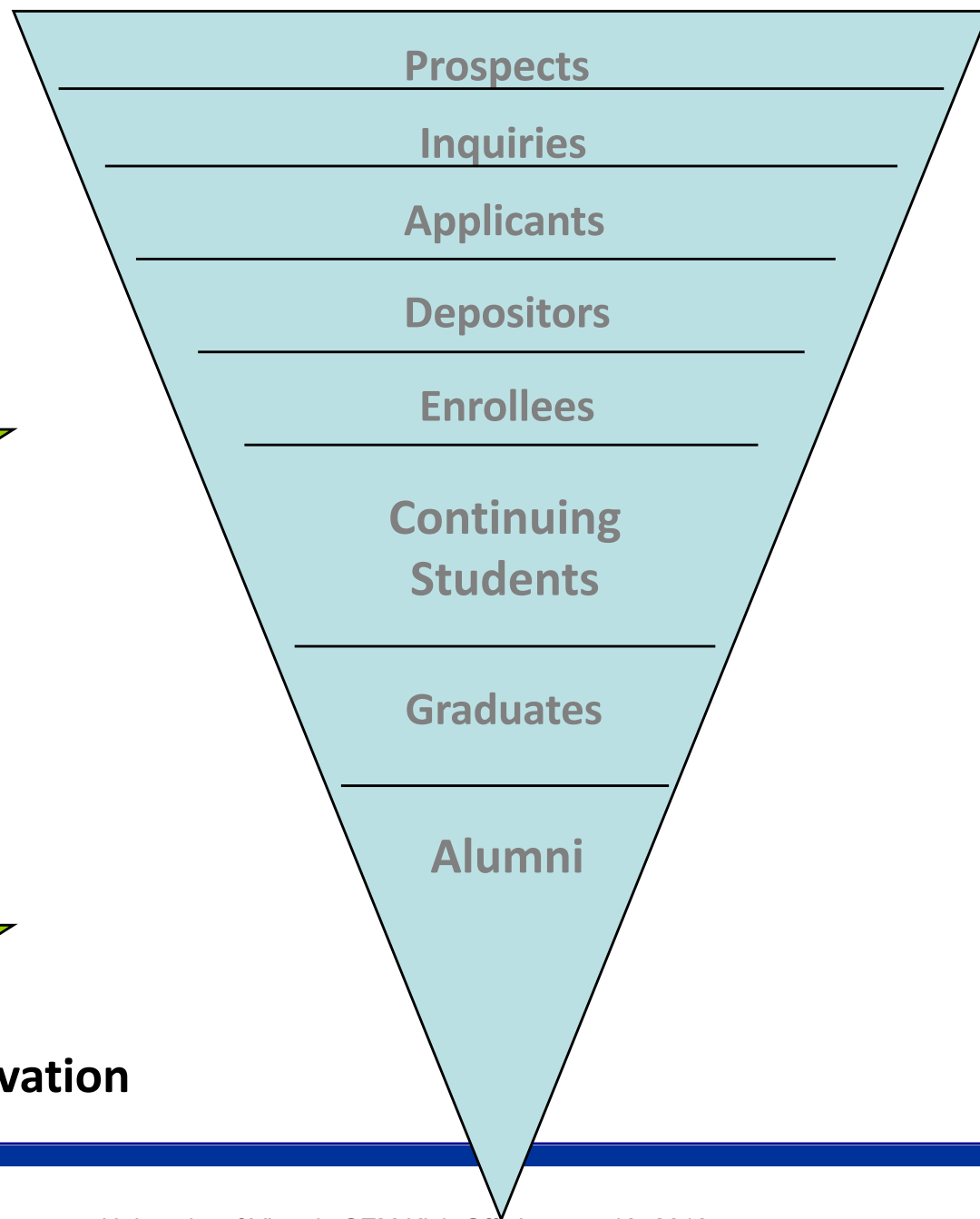
General



Specific

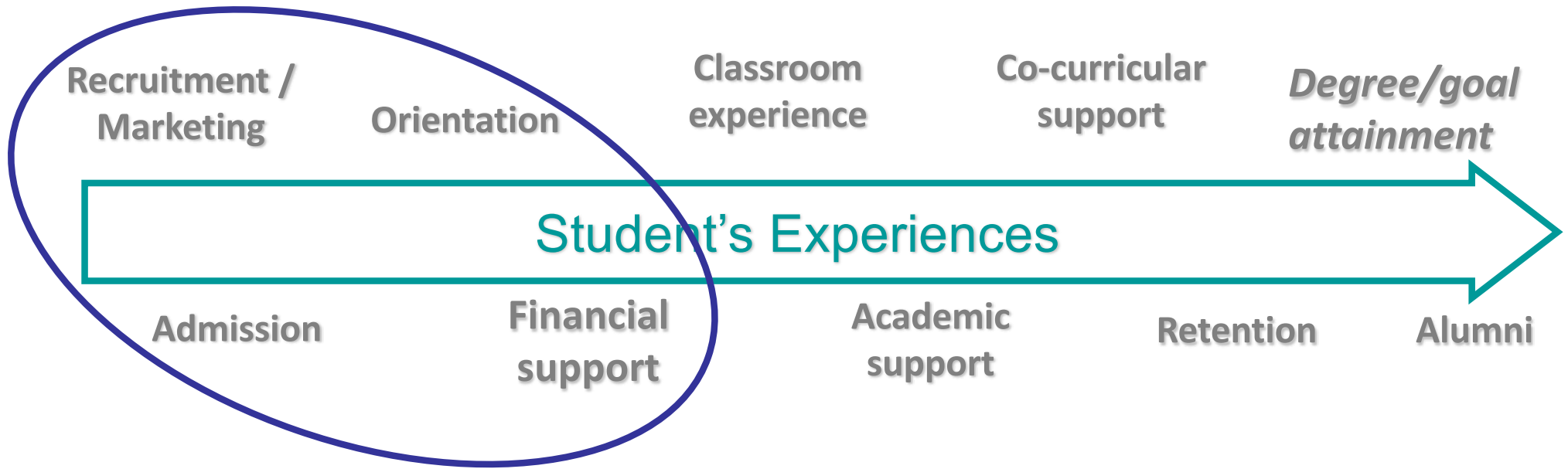


Continued Cultivation

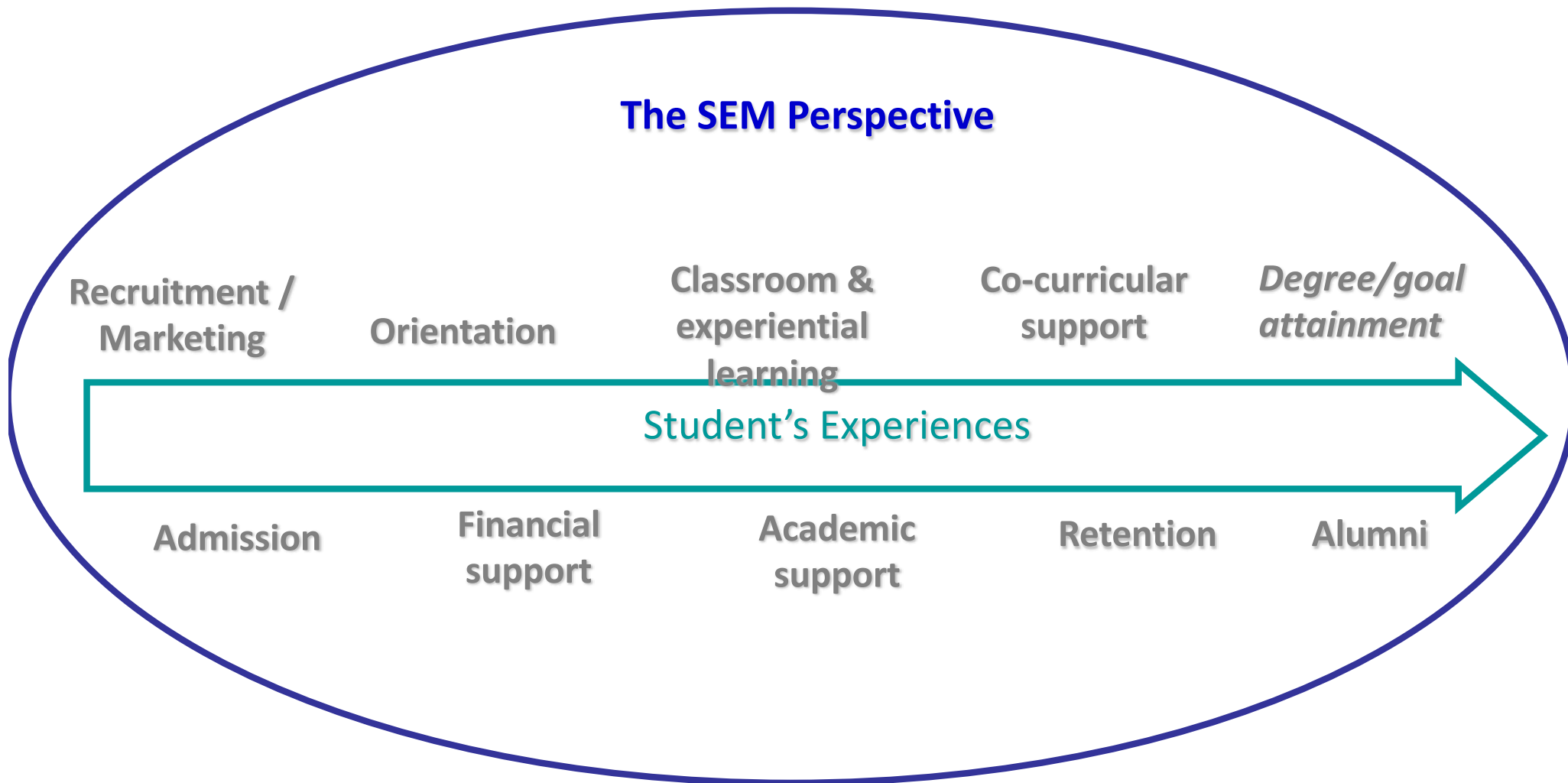


Moving from the traditional enrolment management perspective....

Traditional Enrolment Perspective



...to a fully integrated Strategic Enrolment Management perspective.





The Practice

Strategic Enrolment Management at Work in an Academic World

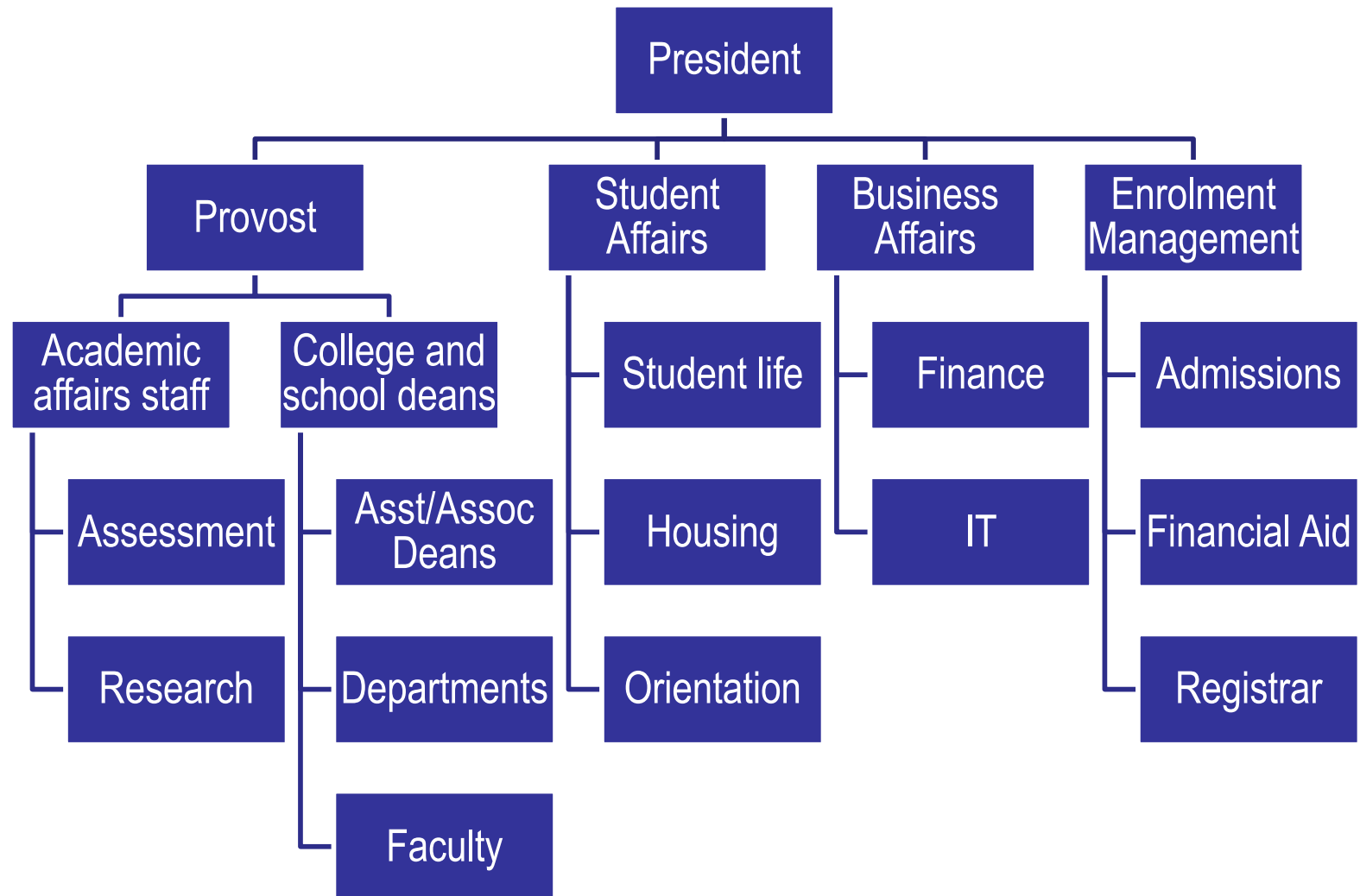
Why is SEM important today?

1. Accountability for our actions in higher education is greater than ever, worldwide:
 - Demands for outcomes as prices rise.
 - Rankings and ratings.
2. We must be as effective and efficient as possible with limited resources:
 - Students and parents are less able and less willing to pay ever-increasing costs.
 - Technology changes rapidly and presents opportunities but also challenges and expectations.
 - Inefficient practices ultimately pass on costs to students, making it harder for them to access and complete degree programs.

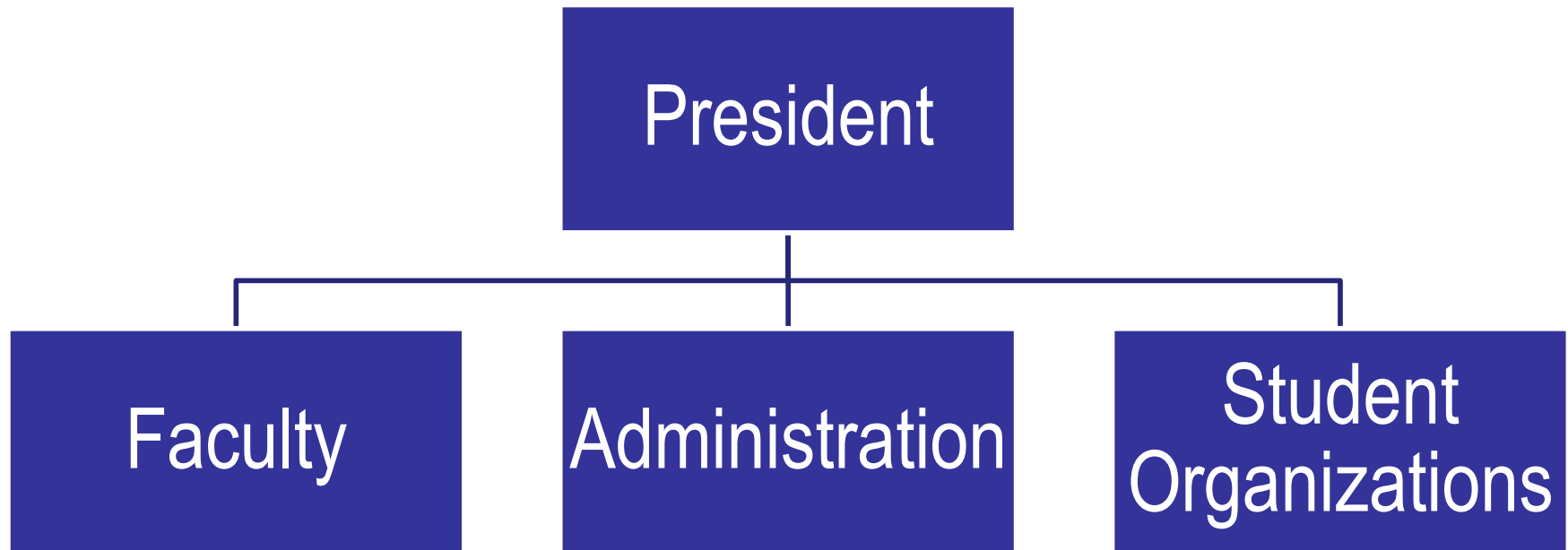
Why is SEM important today?

3. Student success is the right thing to do:
 - While students must take responsibility for their own education, we must help them have every reasonable chance to do so.
 - We can no longer associate lack of academic achievement with lack of will.
4. Competition for the best students means offering the best services:
 - Everyone is competing with strong and well-organized institutions.
 - The student experience must be a seamless one.
5. Institutions must effectively use their resources to attract, enroll and retain the right students for the institution.

How we see ourselves



How students see us



How we see ourselves

1. Technologically advanced
2. Student friendly
3. Informative

How students see us

1. Technologically backward/different:

- Most things can be done on a smart phone today; why are so many things paper-based at my University?

2. Bureaucratic and confusing:

- I only get part of the picture in each office.
- No one seems to know the complete process or answers.
- Some of the directions don't apply to me.
- I have to go to multiple places to get the issue resolved.

3. Information is limited or hard to find:

- Nice people but they only know what goes on in that office.
- The web site is hard to navigate and I can't find what I need.

Effective services

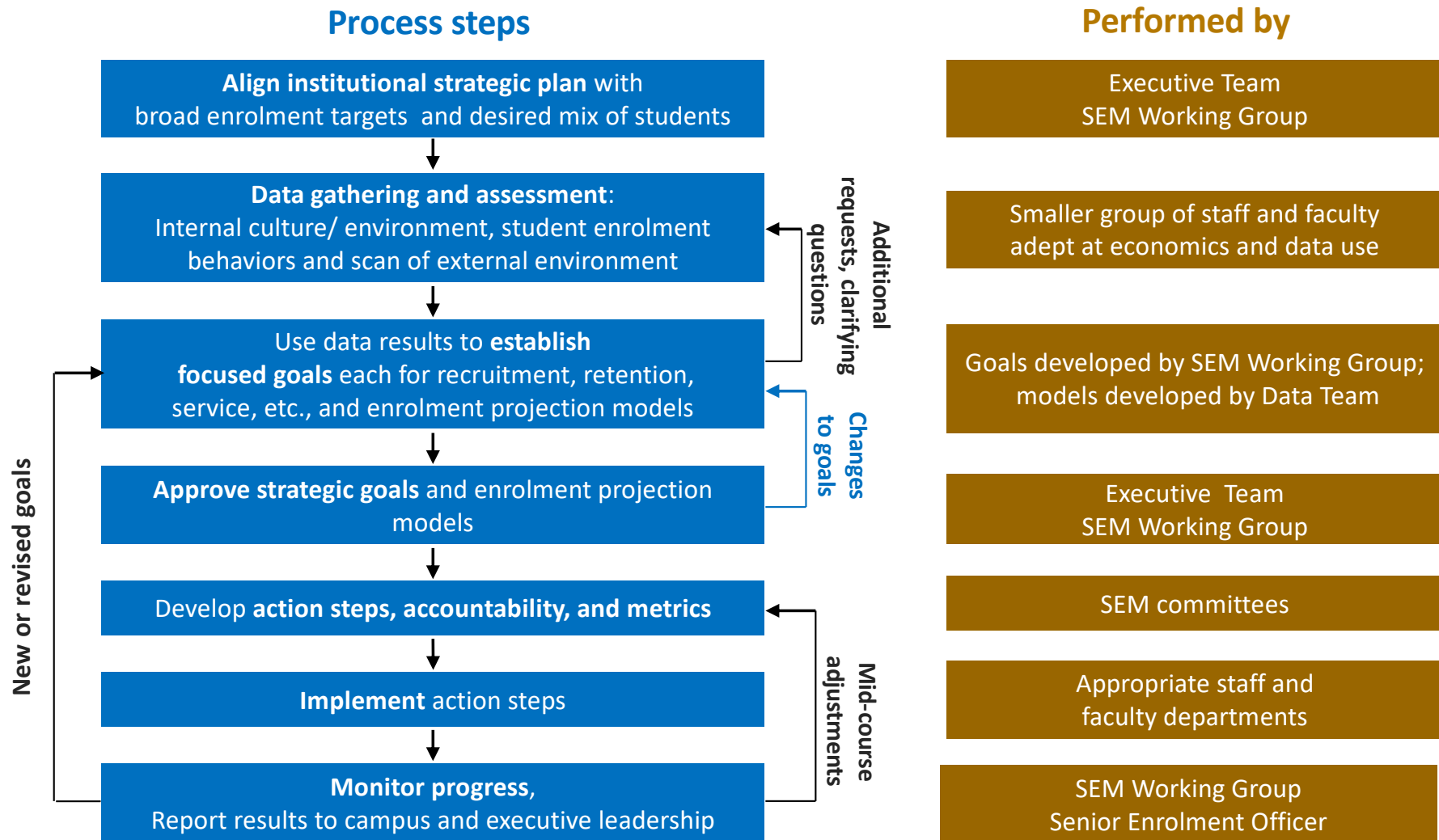
1. Have you ever completed your own processes?
2. How easy is it to:
 - Apply?
 - Change a course?
 - Appeal a grade?
 - Pay the bill?
 - Find an adviser?
3. Secret shoppers
4. Comments and feedback at the point of service



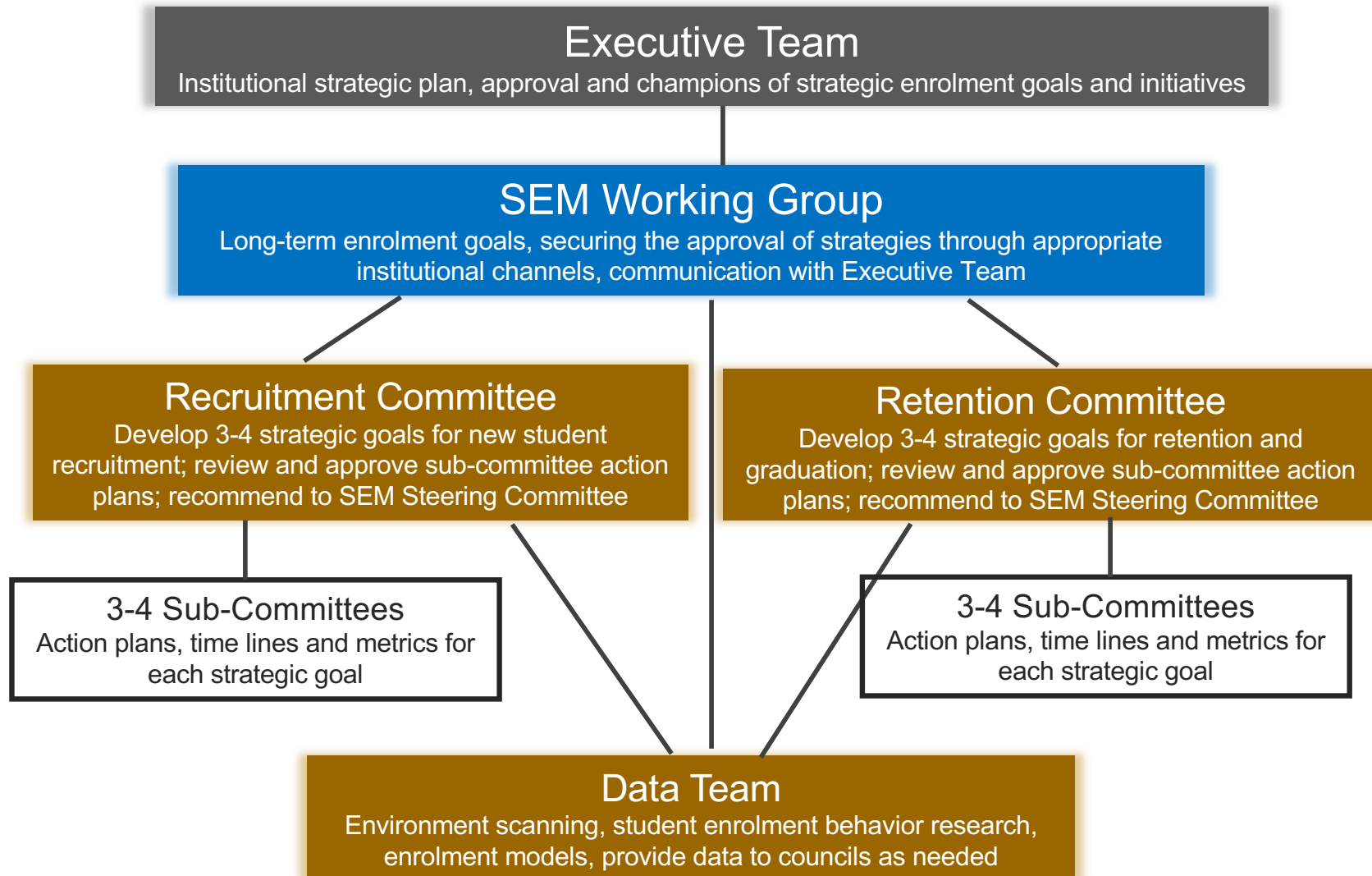
SEM Planning Framework

Structure and Process

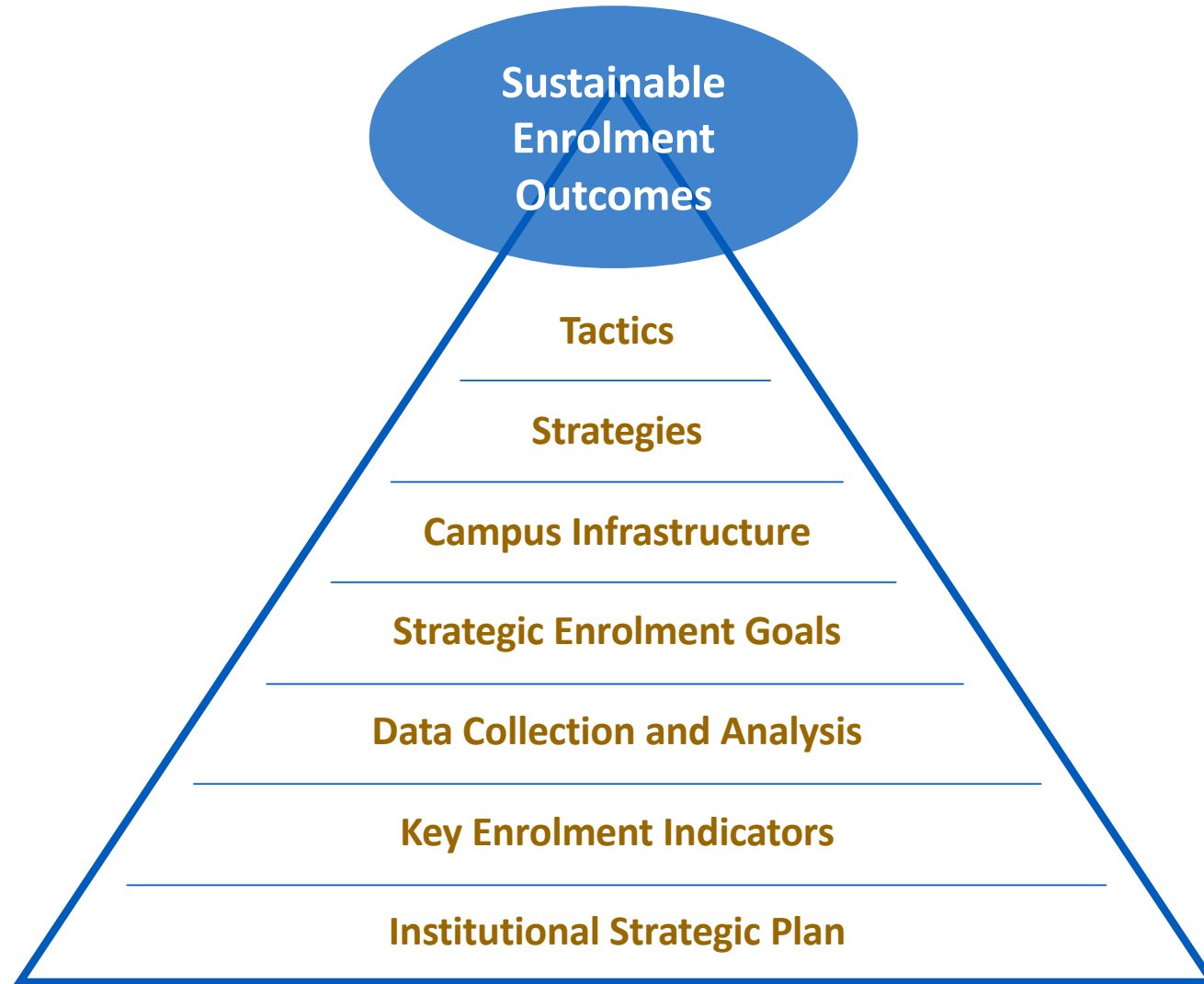
SEM Process Framework



SEM Organizational Framework



SEM Planning Framework



Bontrager/Green

SEM Planning Framework

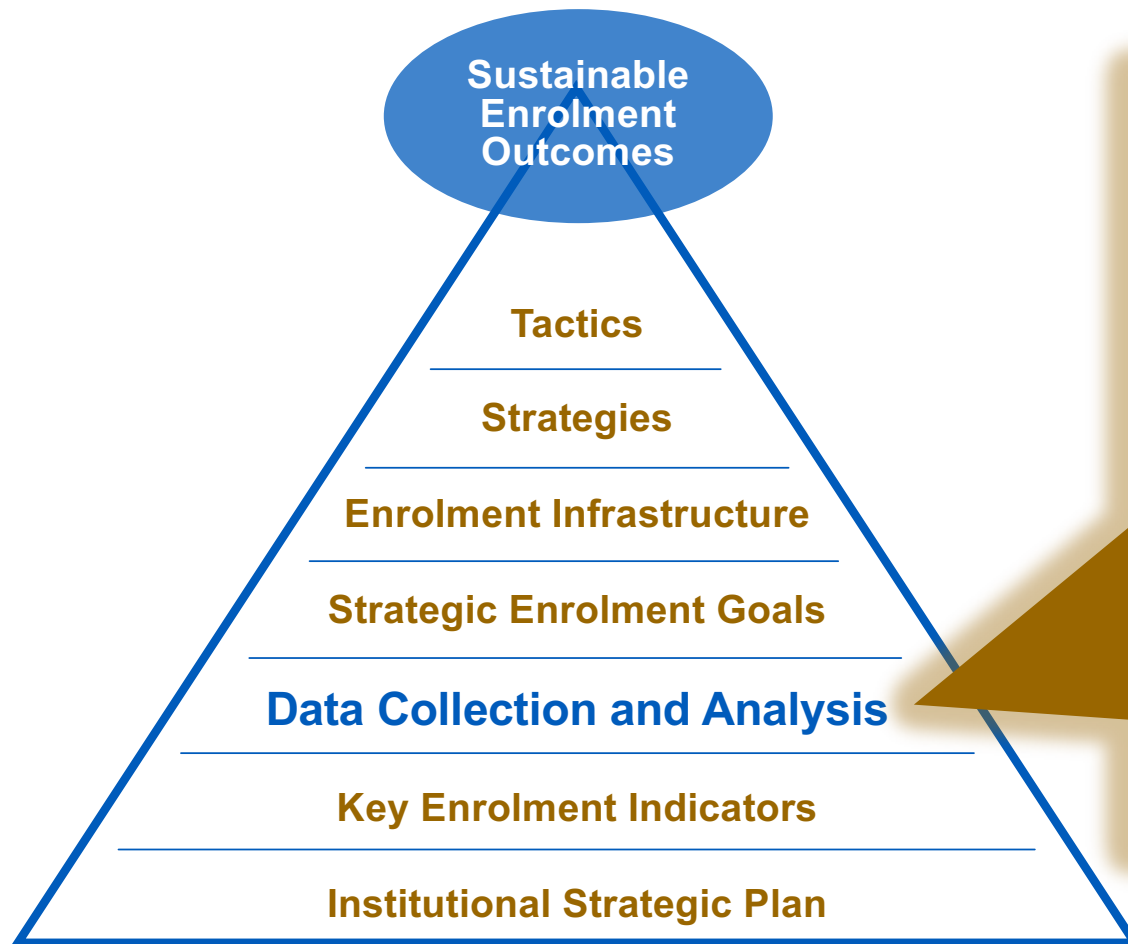


SEM Planning Framework



- **Student categories:** first year, transfer, dual enrolment, voc/tech, continuing ed, face-to-face/online, graduate, etc.
- **Desired student groups:** racial/ethnic diversity, indigenous, academic ability, 1st gen
- **Geographic origin:** local, regional, international
- **Recruitment, retention, completion**
- **Institutional capacity**

SEM Planning Framework



- **Internal benchmarks:** KEI numbers over the past 3-5 years
- **Environmental scan**
 - Demographics
 - Economics
 - Market opportunities
 - Competition
- **Institutional research plan:** designated reports and production schedule

SEM Planning Framework



SEM Planning Framework



SEM Planning Framework



SEM Planning Framework



- **Marketing/branding initiatives**
- **Academic program review**
- **Multilingual recruitment materials**
- **Targeted interventions for students in high risk courses**
- **Enhanced academic advising**
- **Streamlined admission procedures**
- **Purchase a new CRM system**

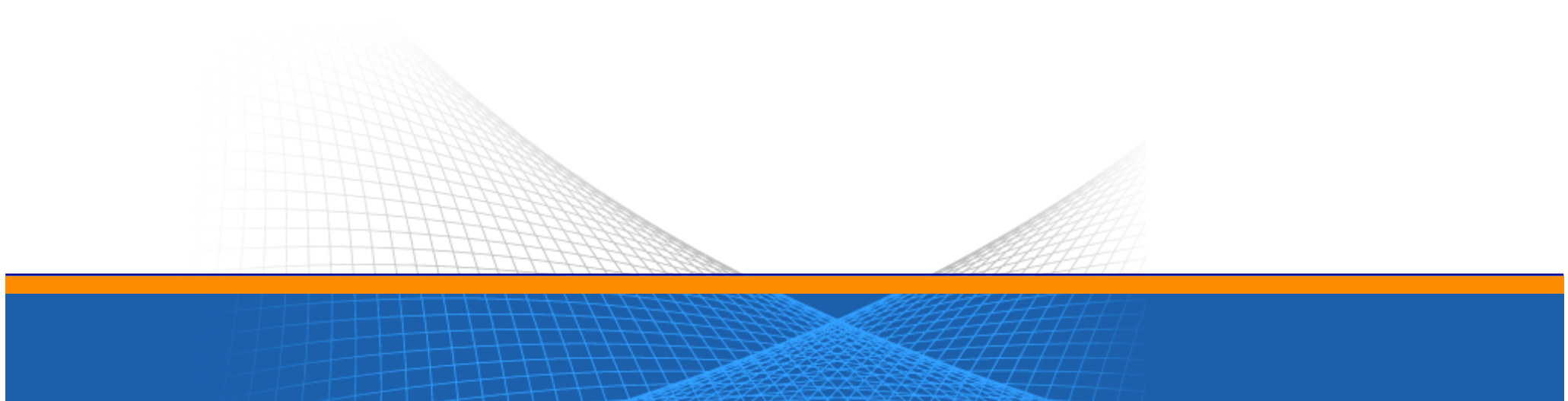
SEM Planning Framework



- **Consistently meeting goals over the long term**
- **Enabling more effective campus-wide planning**
 - Revisions to the institutional strategic plan
 - Academic planning: curriculum, faculty needs
 - Facility planning
 - Financial planning
- ***Achieving the institution's desired future***



Applying the Framework



SEM Hypothetical Case

1. University X institutional data show significant loss in enrolment among underrepresented students.
2. **SEM Goal** to address data findings agreed on: **Increase enrolment of underrepresented students by X% per year over five years.**
3. Further review of data shows discrepancy in retention/graduation rates of various categories of First Generation students.
4. **SEM Strategy** to support goal: **Increase retention of First Generation Students from urban centers in university's catchment area by Y% over five years.**

First Generation Students – Canada

- When taken as a block, the students of immigrants show higher university participation rates than the Canadian-born population
- According to Statistics Canada, non-immigrant first generation Canadians “had a 37.7 percent rate of university participation, as compared with university participation rates of 57.0 and 54.3 percent for first and second generation immigrants, respectively”
- It appears that the children of immigrants to Canada are a relatively advantaged group in our society in terms of education. However...

First Generation Students – Canada

- **2011 Senate Standing Committee on Social Affairs, Science and Technology** reviewed the barriers to post-secondary education in Canada
- Approximately 17% of students whose parents have a high school education or less go on to university compared to about 50% for students with university-educated parents
- Students with parents who have some post-secondary education are more familiar with the environment and are more likely to guide their students through the system

First Generation Students – Canada

- While “Chinese-speaking immigrant youth tend to do as well or better than Canadian-born youth in terms of secondary school graduation rates, grades and participation in pre-university courses” other groups such as “Spanish-, Creole- or Vietnamese-speaking immigrant students generally perform below their Canadian-born counterparts”
- High value placed on education and language skills
- These differences seem to stem from various factors. For example, according to researchers Ross Finnie and Richard E. Mueller, children of Chinese immigrants place a very high value on education. Another factor relates to the language skills of young immigrants. A poor grasp of either official language constitutes a barrier to PSE. The ability to speak, read and write in English or French is essential to completing high school and accessing post-secondary studies in Canada.

First Gen Cultural Barriers and University Challenges

Barrier	Challenge
---------	-----------

- | | |
|---|---|
| 1. Less likely to identify college as necessary to achieving goals | 1. Demonstrate the long-term benefits of a college education |
| 2. Parents lack “college knowledge” related to navigating the college environment | 2. Integrate with family to create “buy-in” when possible and/or appropriate; encourage autonomy as necessary |
| 3. Only 50% identify their parents as supportive of their decision to attend college | 3. Assist students in recognizing and accepting their dual roles |
| 4. “[Live] simultaneously in two vastly different worlds while being fully accepted in neither” | 4. Provide culturally-sensitive services that address the specific needs of first-generation students |

First Gen Social Barriers and University Challenges

Barrier

1. More likely to live off-campus
2. Less likely to participate in on-campus organizations/events
3. Identify their closest friends as full-time employees rather than college students
4. Report higher rates of isolation and discrimination
5. Perceive faculty as “distant” or unconcerned with them as individuals

Challenge

1. Provide cost-effective housing options and/or ways to integrate with Housing programs and initiatives
2. Target first-generation students when advertising organizations and events
3. Foster a safe and inclusive campus community
4. Create opportunities for first-generation students to form relationships with faculty

□ M. Selby-Theut

Rapport in the Classroom: Student Voices

- Only 50% of students in national surveys report rapport with their professors in the classroom.
- “The best one brought in her experience in the subject to extend the textbook.”
- “I had one who shared with us things about his background,”
- “You have to get people involved, which makes them come back.”
- “She learned our names, and, in the process, we learned each other’s names.”
- “As a teacher, you need to step out of your technical side and into your human side.”

SEM *Tactics*: Implementing the Strategy to Support the Goal

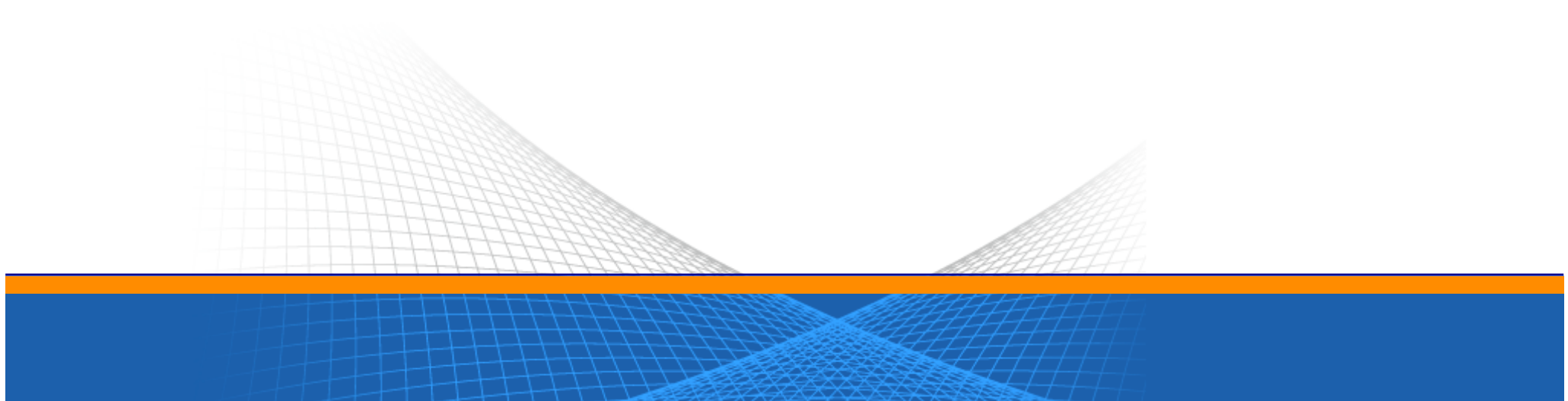
1. Target First Generation students for campus jobs in their academic departments.
2. Build more robust student organizations in academic departments and recruit First Generation students to membership.
3. Invite First Generation parents *and* families to participate in academic department meet-and-greets and include families in communication about what is going on in the department.
4. Create a departmental task force on Rapport in the Classroom to develop more engagement with students who face challenges of being first in their families to be in college.

If It Moves, Measure It

1. University X developed **tracking mechanisms and assessment** plans for each of the tactics:
 - Numbers of First Gen students in departmental Work Study jobs, first term GPA, first year GPA, first year retention rate, four-year graduation rate compared to students not working in department.
 - Membership rates and academic performance of First Gen students in departmental clubs compared to those not participating.
 - Attendance at family events, matching to First Gen students and academic performance.
 - Supporting doctoral student in research on retention of First Gen students.
 - Surveys of student satisfaction with classroom rapport and analysis of changes in academic performance.



A Few Parting Comments on SEM Practice



The Role of Academic Departments in SEM

1. Clear value statements for academic programs.
2. Tracking advising and enrolment of students each term.
3. Determining optimal enrolment in each program.

At UVic, some departments may already be doing this. For those that may not be, there are collaborators on campus that can help with these tasks.

The need to communicate information that students want to know

1. Created in language for those who do not know academic programs.
2. Outcomes-focused.
3. Highlight features or unique areas of the program:
 - Experiential education: Co-op, Internships, community service.
 - Facilities or labs.
 - Research opportunities.
 - Others?

Questions to answer for each academic program in communicating with students

1. If you were to describe this program to a student or parent of a student (even graduate-level) who knows little about higher education, how would you describe your program in two short paragraphs (250 words or less)?
2. What are some of the typical jobs or next steps/degrees that students pursue after earning this degree?
3. What have some of your recent graduates done?
4. What is the curriculum to earn the degree?
 - This could be a referral to an electronic catalogue.

Outcomes in the classroom; outcomes in communicating the program

1. Increasingly important for students and their families:
 - Growing number nationally are first-generation students and don't understand the career paths of students in most degree programs but especially those in arts and humanities.
2. Where are your recent graduates:
 - Going to graduate/professional school?
 - Working?
3. Tell stories of some recent graduates who are doing something interesting:
 - The most recent research tells us that video is the most appealing medium to prospective students.

Tracking the advising and enrolment of students each term

1. Create reports that let you know what students in your program have not yet seen an academic adviser and/or enrolled in the next term:
 - Of these, which have holds that prevent them from registering.
 - Of the holds, are there any that can be resolved by an academic adviser?
 - Address these
 - Start with the students who have no holds and are not registered.
2. Reach out via email, phone and text messaging to ask students if they are having any problems or if they need to come in to see an adviser to register.

The Value of Value

- Autopsy studies always show students leave for academic, financial, or personal reasons.
- These may be placeholders for students' perceptions that they are not getting enough value for the time, money, effort they are putting in
- Price elasticity studies show cost is not as important in decision as perceived value

Build Value and They Will Stay

- The enrolment management agenda should be directed at what leads students to perceive value in their education
- Value provides a new definition of retention built around what motivates students
- Perhaps the high ability, third generation student can more readily see value in school; hence more go, and more stay
- Let students' talents be challenged in the classroom rather than have their patience tested in navigating the institutional bureaucracy



SEM Planning at the University of Victoria

Overview of the SEM Project

AACRAO Consulting will provide SEM planning assistance to include:

- On-site meetings with designated staff as needed to discuss the SEM planning process and designate planning teams.
- Gather and clarify internal student enrolment behavior data and external environment information that informs and supports the creation of appropriate long-term enrolment targets and the formation of long-term enrolment goals and strategies.
- Develop the SEM plan framework in coordination with the Project Lead and designated UVic staff.
- Guide UVic SEM planning teams in the creation of a SEM plan, by providing them templates and samples and by providing them feedback on their plan drafts.:
 - This will be two-tiered: undergraduate and graduate/professional plans.

Overview of AACRAO Consulting's SEM Project at UVic

- Meet with UVic planning teams on-site for progress checks to keep the planning process aligned with project timelines and milestones.
- While off-site, continue to address issues as they arise and provide feedback on SEM plan drafts via email or phone meetings as needed.

Questions and Discussion



Leading Solutions for Higher Education

Thank you!

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