



California
Community
Colleges



INSTITUTIONAL EFFECTIVENESS
PARTNERSHIP INITIATIVE

A Roadmap for Strategic Enrollment Management Planning

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Preface

The Strategic Enrollment Management (SEM) Project. The SEM Project began in 2016 as part of the suite of resources, tools, and professional development opportunities in the Professional Learning Network provided through the Institutional Effectiveness Partnership Initiative (IEPI) at the California Community Colleges Chancellor's Office. The SEM Project was developed by a core team of community college educators with collective expertise, i.e., instruction, student services, business and finance, and institutional research and planning. The SEM Core Team spent approximately one year researching the field of enrollment management in higher education, and worked with an advisory group comprised of college representatives from across the state of California and across constituent groups. Some of the resulting tools, resources, and services include:

- SEM Institutional Self-Assessment and Facilitator's Guide
- Nine resource guides and companion materials covering various SEM topics
- A bank of SEM Promising Practices
- A one-year cohort-based SEM Program in which 15 colleges participate in a two-day SEM academy and receive support from a team of SEM coaches on their SEM project.

Background: Intentional Focus on Completion. In order to align the California Community Colleges (CCC) system with the national student completion goals, in 2017 the Chancellor's Office spearheaded the development of a new strategic vision and imperative for the CCC system of colleges entitled, *Vision for Success*

(<http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf>).

This new strategic vision brought a deeper, more intentional focus on the holistic needs of students and a greater call for student completions. The goals for the system through 2022 in the Vision for Success (VFS) are to:

1. Increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job
2. Increase by 35 percent the number of CCC students transferring annually to a University of California (UC) or California State University (CSU).
3. Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
4. Increase the percent of exiting Career Technical Education (CTE) students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.



5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
6. Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In order to help the CCCs accomplish the goals in the VFS, the Chancellor's Office mandated two significant system-wide changes. The first one was Guided Pathways (GP), which creates a highly structured approach to student success and provides all students with a set of clear course-taking patterns and supports. The key principles of Guided Pathways include:

- Programs that are fully mapped out and aligned;
- Redesigned and integrated basic skills/developmental education classes;
- Proactive academic and career advising;
- Structured on-boarding processes;
- Responsive student tracking systems; and,
- Instructional support and co-curricular activities.

The second significant mandate was a change in the formula used to provide the CCCs their operational monies. Traditionally, funding had been allocated based on numbers of Full-Time Equivalent Students (FTES). The Student Centered Funding Formula (SCFF) is a new way to allocate funding to community college districts. The SCFF supports access to funding through enrollment-based funding, as well as student equity. The SCFF targets funds to districts that serve low-income students and student success equitably by providing districts with additional resources for successful student outcomes. The SCFF includes the following three allocations:

Base Allocation. The Base Allocation is based on districtwide enrollments. The sum of the Base Allocation funding formula in the SCFF is comprised of: 1) the number of colleges and centers in a district, 2) the size in terms of enrollments, 3) the enrollments in credit, noncredit, and career development and college preparation (CDCP) noncredit courses, and 4) enrollment of special admit students and inmates in correctional facilities;

Supplemental Allocation. The Supplemental Allocation is based on the number of low-income students enrolled, as determined by the number of Pell Grant recipients, College Promise Grant recipients, and AB540 students; and



Student Success Allocation. The Student Success Allocation is based on the counts of successful outcomes in eight measures: 1) the number of Associate Degrees for Transfer (ADTs) granted, 2) the number of associate degrees granted (excluding ADTs), 3) the number of baccalaureate degrees granted, 4) the number of credit certificates (16 units or more) granted, 5) the number of students who complete transfer-level mathematics and English courses within the first academic year of enrollment, 6) the number of students who transfer to a four-year university, 7) the number of students who complete nine or more Career Technical Education units, and 8) the number of students who attain a regional living wage. Furthermore, through the Student Success Allocation, a district receives additional funds for the same eight outcomes attained by students who received Pell Grants and College Promise Grants.

Additional legislative efforts that augment and support the mandates noted above include: AB19 (College Promise), AB705 (Assessment Protocol Reform), SB1440 (Associate Degrees for Transfer) and the Strong Workforce Program.

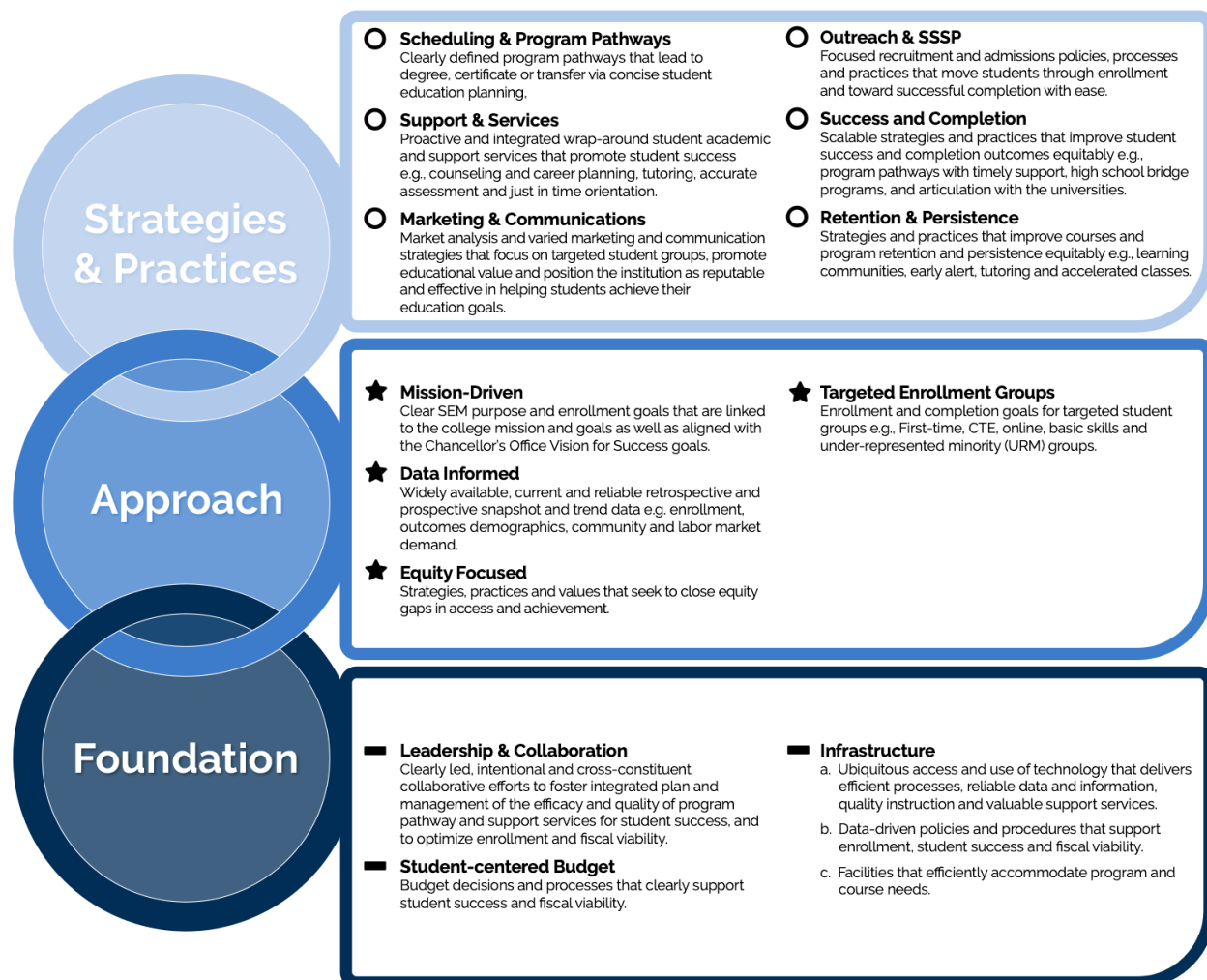
Reframing SEM. With the establishment of the Vision for Success, Guided Pathways, the Student Centered Funding Formula and other supporting initiatives, the SEM Project has continued to update and develop important tools, resources, and services that clearly align with these major statewide initiatives and legislation. The SEM Project continues to support college and district SEM efforts in order to help build and sustain healthy and dynamic community college environments. The strategies and practices for SEM are generally most responsive in a system that is open, dynamic, and responsive to its environment: accepting continuous input, analyzing this input in a timely manner, adjusting as needed in order to achieve organizational goals, and transmitting necessary information back out to the environment. To continue being a vital strategy for student success, enrollment optimization, and fiscal viability, SEM efforts must evolve alongside crucial changes that occur in community colleges.

The SEM Organizing Framework. The SEM Organizing Framework depicted in Diagram 1 was originally designed in 2016 to guide the development of the tools, resources and services for the SEM Project. It evolved out of research including an extensive literature review of SEM in higher education and primary research into current SEM practices in the California Community Colleges. It was revised in 2019 to more closely align with recent statewide initiatives and legislation (e.g., VFS, GP and SCCF), which in turn helped to guide the revisions of the SEM Project tools, resources and services. As the California Community Colleges work to implement these initiatives and legislation, the SEM Project continues to support these efforts through the variety of resources, tools, and services.

The SEM Organizing Framework exemplifies a holistic approach to SEM, and represents conditions for excellence in SEM. It contains three core dimensions: Foundation, Approach and Strategies. Each dimension contains multiple components of SEM that together define the essential elements of SEM.



Diagram 1. SEM Organizing Framework



Strategic Enrollment Management (SEM) Operational Definition. The SEM Purpose Statement was created by the SEM Core Project Team in conjunction with the SEM Advisory Committee. It reflects the same values, principles, and approach found in the Vision for Success (VFS) and its implementation framework, Guided Pathways (GP). Ultimately, the overarching purpose of SEM, VFS, and GP is to increase program completion, transfer, and gainful employment, and to close equity gaps in access and achievement. In addition, SEM, VFS, and GP use a holistic, integrative and collaborative approach for developing and implementing related strategies and practices. SEM also includes a focus on optimizing enrollment and maintaining fiscal viability, both of which are conditions needed in order to fully support the VFS goals, GP implementation, and align with the Student Centered Funding Formula (SCFF).



SEM Purpose Statement. As open-entry institutions, California community colleges serve a diverse student body with wide-ranging educational goals. We must regularly adapt our programs and services to meet the changing needs of our students, and to facilitate the achievement of their educational goals. At the same time, we must maintain our fiscal viability to ensure that we can support our communities now and into the future.

SEM is a holistic concept and process which enables the fulfillment of an institution's mission and its students' educational goals¹. SEM directly supports the Community Colleges Chancellor's Office Vision for Success and related goals. As it focuses on all aspects of the student experience, it coincides with the four pillars of Guided Pathways: 1) Clarify the Path, 2) Enter the Path, 3) Stay on the Path, and 4) Ensure Learning. Moreover, with its attention to financial stewardship in service of students, SEM supports colleges by ensuring adequate resources to improve equitable access and student outcomes through the Student Focused Funding Formula.

The purpose of SEM is to:

- Establish comprehensive student enrollment goals that are aligned with the college's mission, and core plans;
- Promote student success by improving access, engagement, persistence, and completion of program pathways;
- Ensure fiscal stability and viability by optimizing enrollments and integrating SEM into the college financial planning, budgeting, and allocation processes;
- Offer quality and relevant programs with clear educational pathways, course offerings, and appropriate student support;
- Implement strategies that lead to equitable access and outcomes;
- Create a data-rich environment to inform decisions and evaluate strategies;
- Design and implement communications and marketing with internal and external stakeholders to increase understanding of SEM and to meet SEM goals; and,
- Increase collaboration among departments across the campus to support the enrollment management program.

¹ Adapted from: Bontrager, B., and K. Pollock. 2009. *Strategic enrollment management at community colleges. Applying SEM at the Community College*. Washington, DC: American Association of Collegiate Registrars and Admissions Officers.



Background

Strategic enrollment management (SEM), like most multifaceted endeavors, necessitates a planned approach with a well-defined purpose and a clear path for implementing goals and strategies. SEM typically requires a holistic approach with strategies and practices that are wide-ranging and often all-encompassing (e.g., marketing and recruitment, scheduling and program pathways, support services and retention, persistence and success strategies and practices). As one can imagine, because the scope of SEM is potentially very broad, it requires unfettered collaboration by multiple units and/or departments and constituent groups from across the academy, as well as the unwavering support of leadership at all levels.

While the overarching purpose of SEM is to optimize enrollments, improve student success and ensure fiscal viability, the integration between SEM and other plans and initiatives, local and statewide, is the key ingredient for assuring that SEM practices are designed and implemented effectively. Finding the integration points between SEM and other plans and initiatives is integral for building a solid SEM plan. Moreover, intentionally building into the SEM plan precisely where and how strategies and practices align and support other initiatives and plans is as important as the strategies and practices themselves. Fortunately, there are many possibilities for integration and most require little additional effort. For example:

- Aligning the SEM planning and decision-making processes with the key institutional decision-making processes (e.g., the planning cycle and steps in the budget-decision-making process) to help establish a nimble yet solid infrastructure for all major planning and decision-making.
- Connecting SEM goals to the institutional mission and strategic goals to ensure that the expected outcomes for both SEM and the institution are consistent and moving in the same direction, and that strategies and practices intended to achieve these outcomes are compatible.
- Incorporating some of the same success indicators, measures and benchmarks as the global or college-wide indicators, measures and benchmarks so that existing data resources may be leveraged, data interpretation can be provided from multiple perspectives, and ultimately resulting action steps may be developed more cohesively.
- Identifying the SEM strategies and practices that overlap and support, as well as compete and conflict with other major plans or initiatives in order to find better ways to leverage resources and collaborate more effectively.
- Utilizing the collective wisdom of a cross-functional group who not only has specific subject matter expertise, but who also has diverse perspectives and can help to fill in important gaps of knowledge, information, and strategy.



One of the most important guideposts for all major community college initiatives is the Vision for Success (VFS) strategic planning document produced by the California Community College Chancellor's Office (CCCCO) in 2018. The purpose and approach of SEM is consistent with the basic principles and goals found in the VFS. Equitable access and student success are the primary focus for both SEM and VFS. Both make use of data for thoughtful planning, innovation and decision-making and both encourage goal-setting and measuring progress toward goals (e.g., via student outcomes). Colleges in California are now required to align their local goals to the goals in the VFS, which means that SEM plans should integrate or connect to the VFS goals. Both SEM and the VFS also support collaboration across the institution, as well as across education segments (K-12 and universities) and both are directed by the Guided Pathways framework.

The link between Guided Pathways and SEM is evident in their mutual focus on closing access and achievement gaps by increasing student' pursuit of degrees, certificates, transfer and ultimately gainful employment. Similar to the structure that Guided Pathways creates through educational pathways and support services, SEM creates a structure by targeting key student groups comprised of unique characteristic need and/or areas of educational pursuit (e.g., Career Technical Education, Disables Student Programs and Services, basic skills and young African American males). This then provides the direction for SEM strategies and practices to be more specific and more precisely target the instructional and non-instructional needs of these student groups. Similarities between SEM and Guided Pathways are also found in the planning structures as shown in Table 1.

Table 1. Planning Structures for Guided Pathways and SEM

GUIDED PATHWAYS PROCESS	SEM PLANNING CYCLE
I. Planning <ul style="list-style-type: none">• Essential Conditions• Preparation/Awareness• Sustainability	I. Organize SEM Planning effort and engage constituents II. Establish SEM purpose and guiding principles III. Determine SEM planning framework and components IV. Identify data needs for SEM planning
II. Implementation <ul style="list-style-type: none">• Clarify the Paths• Help Students Get on the Path• Help Students Stay on their Path• Ensure Students are Learning	V. Develop targeted student enrollment goals, strategies and practices VI. Implement SEM strategies and practices VII. Create measurement system for tracking and benchmarking student success
III. Evaluation <ul style="list-style-type: none">• Continuous Improvement	VII. Evaluate SEM planning process



The planning process for strategic enrollment management is much like the planning for other key endeavors at a college or district (e.g., strategic or education master planning). As with any effective planning effort, good sound planning principles are incorporated into the strategic enrollment management planning. Diagram 2 displays some of the key distinctions between the types of planning that take place at a college.

Diagram 2. Plan Distinctions



The following planning principles or tenets guide SEM planning:

1. **Informed by Data:** Data and information are used to assess trends, to create planning assumptions, to establish and evaluate progress toward goals, and to identify and evaluate the impact of strategies and interventions.
2. **Collaborative Effort:** SEM impacts every aspect of the academy and as such requires collaboration across constituent groups, units and departments.
3. **Planning Framework:** A framework for planning provides the necessary planning cycle and links to budget and other key decision-making processes, which help integrate across other plans, strategies and interventions.
4. **Organizational Structure:** It is necessary to have a dedicated group, purposeful committee structure, or a designated office that will be responsible for planning and overseeing the implementation of the strategic enrollment management plan.
5. **Leadership Support:** The support by leaders is a critical component of any successful endeavor, and equally as important for planning enrollment management initiatives.



Impact

One of the key distinctions between enrollment management and strategic enrollment management (SEM) is its proactive approach to managing enrollment. When a college engages in a planned effort, this generally guarantees increased opportunity for optimizing enrollment and achieving outcomes. Moreover, using a structure to plan (e.g., a planning framework and outcomes-based metrics) gives a college or district the advantage of making better informed decisions that are linked and supported by overarching goals and initiatives. In this way, SEM can be consistent with the Student Centered Funding Formula (SCFF) and the Vision for Success adopted in 2018. The requirement to align college-wide goals to the Vision for Success goals in order to receive supplemental grant and success grant funding through the SCFF is consistent with the core tenet ‘Mission-driven’ found in SEM planning. Also, consistent between SCFF and SEM planning is developing and implementing a student-centered budget that places emphasis on equitable access and student success.



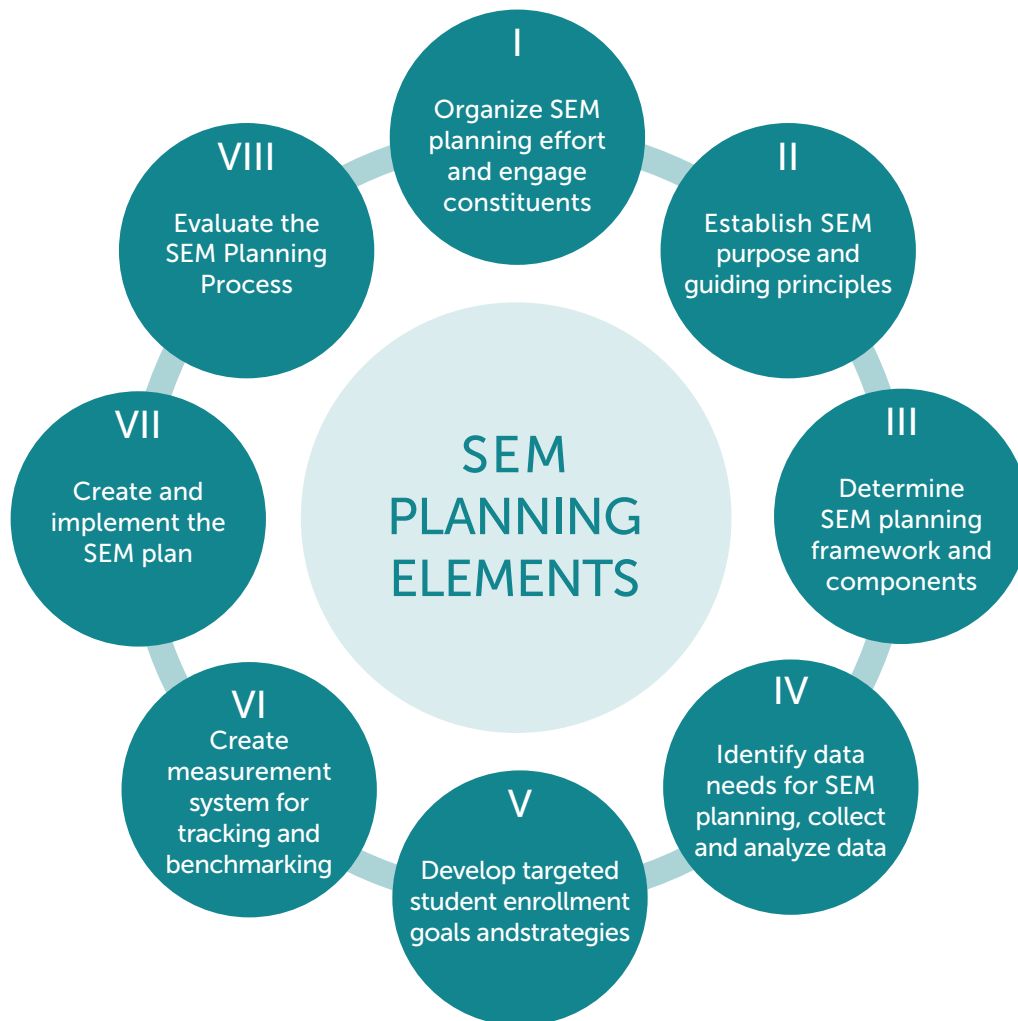
Description

This SEM resource guide will focus on understanding and applying planning strategies and practices that are specific to strategic enrollment management. While there are many approaches to planning, this guide will use an integrated planning approach that will serve to connect the enrollment management efforts strategically with other major plans and initiatives, as well as to key budget decisions. The perspective for SEM planning in this guide is holistic and encompasses broad but critical areas of organizational planning including:

- Marketing and Communications
- Recruitment and Outreach
- Admissions and Onboarding
- Retention and Persistence
- Success and Completion
- Access and Equity
- Affordability and Financial Support
- Course and Program Pathways
- Policy, Technology and Facilities Infrastructures
- Community, Business and Educational Partnerships

This guide covers the essential elements of SEM planning. Each element includes and suggests strategies and practices with described processes and procedures for implementation. Diagram 3 below displays the elements of SEM planning that are covered in this guide.

Diagram 3. SEM Planning Cycle





Strategies & Practices

I. ORGANIZING THE SEM PLANNING EFFORT

The first step in organizing the SEM planning effort is to ensure that there is widespread cross-collaboration and communication throughout the planning process. Widespread cross-collaboration helps to ensure integration of the SEM planning efforts. Since all areas of a college impact enrollment and outcomes, all constituent groups must be engaged and there must be good representation from staff in instructional and non-instructional units and departments. Regardless of whether the SEM planning effort is led by an individual, an office, a committee or a task force, there will need to be mechanisms throughout the process that allows for widespread engagement in the planning process. This will enhance the quality and variety of ideas, as well as help to link the SEM goals, strategies and practices with those of the college.

The next step in organizing the SEM planning effort is to determine the best structure for the planning process. There are several options for organizing the planning effort depending on the college's existing structure, and how the SEM plan will be linked to other plans including a district SEM plan. If the college provides a separate unit or department for SEM, then the leadership of the SEM planning effort would likely fall under the administrator in charge of this unit. This structure is commonly seen in universities where the enrollment management office encompasses a suite of departments including; outreach and recruitment, marketing, admissions and records, student retention and success. However, the more common option for community colleges currently is a SEM planning group, or adding the SEM activities to the purview of an existing group (e.g., college-wide planning committee, or college-wide success committee). A dedicated SEM group could potentially generate more focus and effort on SEM planning and implementation, while providing the college the opportunity to grow internal SEM-specific expertise. The other option would be to incorporate the SEM planning activities into an existing planning group. Thus, alleviating stress from adding another committee to the long list of college committees. Additionally, this allows the existing planning expertise to expand and to cross-pollinate efforts more readily. It also ensures that SEM planning is incorporated into the overall planning and decision-making process and cycle.

The third step in organizing a SEM planning effort is to establish a clear, concise purpose or charge for the SEM planning group. Will the group be responsible only for facilitating the SEM planning process that leads to a SEM plan, or will this group also be responsible for tracking the activities in the plan and reviewing performance measures? An important consideration is the longevity or sustainability of the SEM planning effort. Once the SEM plan is developed, a decision needs to be made as to who or which group will oversee and lead the implementation and tracking of the planned goals and activities, as well as development and oversight of updating the plan. You may want to start by reviewing purpose statements that other colleges have written for their SEM planning groups (see Appendix A).



It should be noted that the discussions in this section and the other sections of this resource guide suggest college-level SEM planning. However, the same strategies and practices can be applied to district-level SEM planning.



Guiding Questions

For Discussion

1. What is the most effective way to organize the SEM leadership, planning and participant involvement at your college (e.g., who should lead it, who should be involved, and should it be part of an existing group or a newly formed group)?
2. How should the SEM planning effort be communicated to your college constituent groups and the college community at large, and what will be communicated?
3. How can your college engage each constituent in the SEM planning process?
4. What are the primary goals of your SEM planning group (e.g., to create a five-year SEM plan, to facilitate the planning process, or to track the implementation of SEM activities in the plan)?
5. How can the SEM planning group collaborate with other groups or committees at your college (e.g., Guided Pathways or Student Success committees)?



II. ESTABLISHING THE SEM PURPOSE AND GUIDING PRINCIPLES

Once the SEM planning group or entity has been established, the first thing the group may tackle is operationalizing SEM in a way that meets the culture of the college. Operationalizing SEM will help to establish a clear and common purpose of SEM for the college. There should be clearly stated alignment between the SEM efforts and other college-wide efforts (e.g., Guided Pathways). In other words, define what SEM means to the college. A typical guiding question to help determine the SEM definition may be:

Are the SEM practices primarily for the purpose of optimizing the number of full-time equivalent students (FTES) – growing enrollment – and maintaining fiscal viability, or does it have a broader purpose that may be a combination of several goals (e.g., optimizing FTES and maintaining fiscal viability, while improving student success outcomes and closing equity gaps)?

The SEM purpose will change and evolve as student needs change and the environment shifts. This will lead to reexamining internal and external trends each time the SEM plan is renewed. It is critically important that the college have a clear and current description of what SEM means to the college.

Also, having a clear SEM purpose will help guide the development of the SEM plan (e.g., goals, strategies and practices), as well as help to identify links between SEM and other college-wide goals and initiatives.

Additionally, a set of SEM-specific planning principles, values or guidelines will help facilitate the SEM planning process, and can eventually be used to help prioritize goals.

Before writing the college's SEM purpose and guiding principles the SEM planning group or entity can review the SEM operational definitions from other institutions and from the extensive literature on SEM (see Appendix B). Here is an example of a SEM purpose statement:

SEM is a holistic concept and a process that enables the fulfillment of an institution's mission and its students' educational goals¹. The purpose of SEM is to:

- Establish comprehensive student enrollment goals that are aligned with the college's mission and strategic plan;
- Promote student success by improving access, engagement, persistence, and completion;
- Ensure fiscal stability and viability by optimizing enrollments and integrating SEM into the college financial planning, budgeting, and allocation processes;



- Offer quality and relevant programs with clear educational pathways, course offerings, and appropriate student support;
- Implement strategies that lead to equitable access and outcomes;
- Create a data-rich environment to inform decisions and evaluate strategies;
- Design and implement communications and marketing with internal and external stakeholders to increase understanding of SEM and to meet SEM goals; and
- Increase collaboration among departments across the campus to support the enrollment program.

By examining sample purpose statements from other institutions or agencies, and sharing these with the college SEM planning group, a college can elicit ideas for a SEM purpose statement that is unique and meaningful to the college. Once a purpose statement has been drafted, sharing or vetting this more widely among constituents will provide another opportunity for colleagues to engage in dialogue around SEM and begin to establish more clarity and direction for SEM planning.

Defining the SEM purpose for the college can be a useful awareness-building activity that can lead necessary dialogue and energy around SEM planning and implementation. Using a tool such as the SEM Institutional Self-Assessment instrument (found in Appendix C) can be very helpful for having structured discussions around SEM strengths and opportunities. Facilitating a self-assessment yields important insights into the college's strengths and opportunities related to SEM, and provides an initial opportunity to engage multiple stakeholder groups in the SEM planning process. In addition, the use of a tool like the SEM Institutional Self-Assessment helps to build common language and understanding of SEM and to help establish common definitions, terms and concepts.



Guiding Questions For Discussion

1. Which critical aspects of SEM should be included in SEM Planning (e.g., optimizing enrollment, maintaining fiscal viability, improving student success and/or closing equity gaps in access and achievement) at your college?
2. What are your college's core values that should guide the development of SEM goals and initiatives?
3. How does the SEM purpose align with the college's mission, values and other major initiatives (e.g., Guided Pathways)?



III. DETERMINING THE SEM PLANNING FRAMEWORK AND CYCLE OF PLANNING

The SEM plan is envisioned as an integrated plan that serves as one of the many operational plans at the college and is to be reviewed and revised at regular intervals. As with other plans, it includes a set of goals and possibly objectives or strategic initiatives. The SEM plan also may include an action plan detailing who, when, and how the plan will be implemented. The SEM goals align with the goals set forth in the college's strategic or master plan, and are integrated into the college's overall planning cycle and decision-making processes. In short, the integration of the SEM plan can be done in a variety of ways and includes, at a minimum, the following elements:

1. Alignment with the existing planning cycle and decision-making processes;
2. Alignment with the college mission, vision, values and planning principles;
3. Support goals from other institutional plans, with links to other existing initiatives; and
4. Alignment with key initiatives and legislation (e.g., Vision for Success and Guided Pathways)

The SEM plan can be structured in a variety of ways. For example, a small set of initial SEM goals can be developed to capture overarching themes or categories of potential strategies and practices. These may be accompanied by or correlated with strategic initiatives that describe the strategies and practices. If this is not consistent with the way in which the college structures its planning, more narrowly focused goals and measurable objectives may be developed to accompany these with specific action items. Whichever structure the college uses, it is always important to build the plan so that it includes coordinating action plans that provide the detail needed to implement and assess the desired strategies and practices that are used to achieve the goals.

Once the college is clear on the structure of the plan, the college can determine the overall components of the plan. Using the process and the resulting information from the *SEM Institutional Self-Assessment* for example (see Part II of this guide), as well as information and planning assumptions from the environmental scan (see Part IV of this guide) will help the college make a decision as to which components to include in the SEM plan. The college may wish to apply or overlay an overarching framework such as the *SEM Organizing Framework* (See Diagram 1 in the Preface), to ensure a holistic approach to SEM, and to help determine key components to address in the SEM plan. In addition, the college may wish to use the structure of the Guided Pathways framework to align its SEM planning framework in order to ensure consistency and continuity.

Each aspect of the SEM Organizing Framework may be expressed as goals, objectives, strategic initiatives, and/or strategies and practices. For example, components in the *Foundation* dimension of the Framework speak to the way in which a SEM effort is organized. This dimension may be used to evaluate and establish goals and strategies for improving the budget model and areas of the college infrastructure (e.g., access and use of technology, and admissions policies).



The *Approach* dimension of SEM speaks to the development of targeted enrollment goals, aligning SEM goals to the college mission, using data to inform planning and decision-making, and maintaining an equity lens for all students when developing goals and strategies. The third dimension in the Framework, *Strategies and Practices* contains the largest cluster of potential strategies and practices that could be included in your SEM plan. This includes strategies and practices for scheduling, support services, marketing, outreach, success and retention.



Guiding Questions For Discussion

1. Which overarching framework should your college use to organize the SEM plan?
2. What is the best planning structure for your college's SEM plan (e.g., goals, strategic initiatives)?
3. Which components of SEM should your college include in the SEM Plan?
4. How can your college integrate the SEM plan with other plans at the college?
5. How will the SEM plan be aligned with other college-wide plans and initiatives?
6. How can your college align the selected SEM planning framework with the Guided Pathways framework?



IV. IDENTIFYING DATA NEEDS FOR SEM PLANNING

All planning, whether long-range strategic planning or short-term tactical or operational planning needs to be informed by both internal and external data and information from a variety of perspectives. SEM planning in particular needs to capture the entire student experience as demonstrated in both the SEM Organizing Framework and numerous SEM models. The model proposed by Bontrager in Figure 4 demonstrates the various touch points along the student success continuum where colleges have the opportunity to influence the student experience, and thus enrollment and success.

Diagram 4. Bontrager's Student Success Continuum



Consequently, data and information for SEM planning is likely to include at a minimum the following areas that help identify loss and gain points along the student success continuum:

External Perspectives

- Demographic (e.g., service area population age trends and high school graduate trends)
- Economic (e.g., labor market trends)
- Political/Socio-cultural (e.g., state legislation impacting higher education)
- Technological (e.g., social media trends)

Internal Perspectives

- Enrollment (e.g., access by equity groups and placement)
- Organizational (e.g., internal policies and structures)
- Student Success (e.g., 30+ unit completion rates, and time to completion rates)
- Student Perspective (e.g., surveys, focus groups, and interviews)

If your college has recently developed an environmental scan, you will very likely be able to use much of the trend data and information contained in the scan. Much of the trend data and information contained in an environmental scan, including the planning assumptions and implications are the same information needed for developing SEM goals. If your college does not have a recent environmental scan, then this is this next step in the SEM planning process.



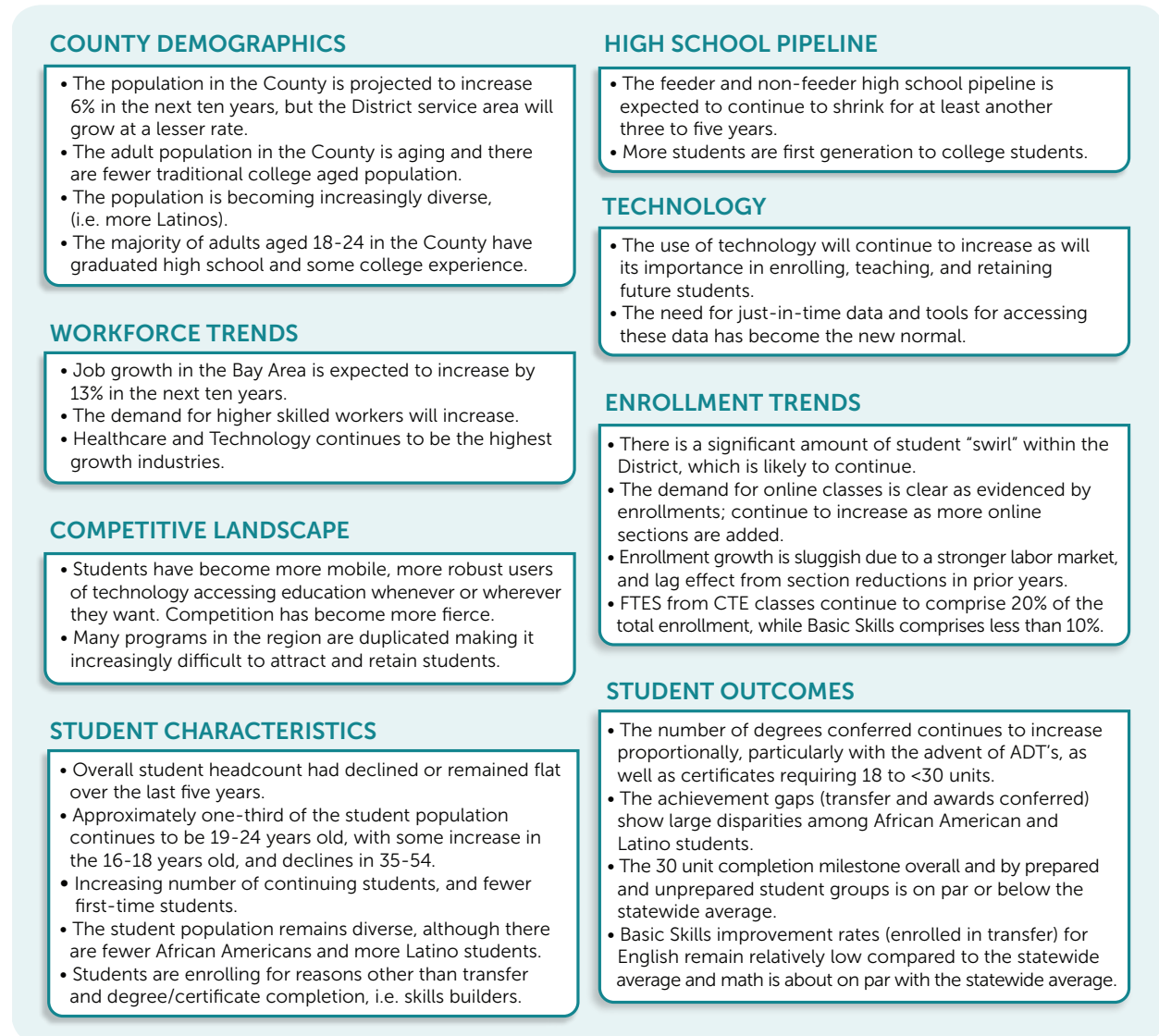
Whether the college has an existing environmental scan or not, it is critical that the institutional research office be engaged in the SEM planning process. The institutional research office will be able to help collect, organize, and analyze data and information from a variety of sources, both internal and external. An excellent reference is the *Data Tools and Metrics for SEM* resource guide from SEM to help identify specific data needs. Once there is a compendium of the necessary data available, it can be organized by key trends into a summary format such as an Environmental Canvas. The sample environmental canvas in Diagram 5 demonstrates the collection of a vast amount of data and information into very usable sound bites in order to review, share and discuss critical trends for planning. It is important to have collaborative discussions with a cross-section of constituents in order to fully understand and interpret the data.

Additional information can be collected via a traditional SWOT (strengths, weaknesses, opportunities, and threats) analysis or a SOAR analysis (strengths, opportunities, actions, and results). The attitudinal information extracted from a SOAR analysis supports the context for developing planning assumptions and implications. See the *Data Tools and Metrics for SEM* guide for details on conducting a SOAR analysis.

Planning assumptions and implications are the critical next step in the process, as this provides the ‘so what’ and ‘if then’ that lead to goals and action steps. Developing planning assumptions and implications also provides another opportunity to engage college constituents in the SEM dialog. Another valuable way for all constituents to contribute collectively to a vision for the future is to provide opportunities for groups and individuals from across the college and the community to review relevant data trends and give input on the impact of trends on future enrollment and student success.



Diagram 5. Environmental Canvas



Guiding Questions For Discussion

1. What do you believe are the major internal and external trends that impact enrollment?
2. What are the top internal and external factors that have the greatest positive or negative impact on these trends?
3. What are the most important considerations regarding these trends that your college should consider when setting SEM goals?



V. DEVELOPING TARGETED ENROLLMENT GOALS AND STRATEGIES

One of the unique characteristics of SEM is its focus on specific groups of students. This lends itself to targeted enrollment goals and strategies in addition to broad or overarching enrollment goals and strategies. While it is still important to set broad enrollment or FTES goals for the college, the addition of targeted goals for specific groups of students (e.g., basic skills, first-time-to-college, CTE, online) will yield more defined interventions and practices that can move the needle incrementally group by group. This approach is also consistent with the underlying tenets of the Student Centered Funding Formula and the Vision for Success, which both speak to serving the underrepresented minority groups more equitably.

The first step in establishing these targeted goals is to identify the key student groups on which to focus SEM efforts. This requires an examination of enrollment and outcomes data and trends in order to determine the six to eight key student groups. The groups will more than likely be the groups of students that align with the college's mission (e.g., transfer-seeking, degree-seeking, CTE certificate seeking), and those groups that the college serves as a result of particular Guided Pathways programs or areas of focus (e.g., meta-majors, basic skills, first-year-to-college, and distance learning). Once the college has identified the target student groups, it is ready to begin setting goals and developing strategies, both overall and for each group. Using data trends to describe the groups and to build planning assumptions will help to determine both threshold and aspirational goals. Of course, all goals are established through an equity lens so as to ensure there are strategies for closing the equity gaps in access and achievement overall and for the targeted student groups.

Diagram 6 provides an example of how targeted student goals and related strategies can be charted using the core elements of SEM to frame them. Measurable goals are established in at least three critical areas; a) enrollment or FTES, b) persistence or retention, and c) completion or success.



Diagram 6. SEM Targeted Goals and Strategies Wheel – First Year Students



Guiding Questions For Discussion

1. Which groups should be targeted for SEM goals and strategies at your college?
2. What are the key enrollment and outcome trends for these groups, including milestones (e.g., +30 completed units, completion of basic skills, subsequent success in college -level courses)?
3. What are reasonable (achievable) goals and aspirational (stretch) goals for each group?
4. Which strategies and practices should be implemented to support the goals?



VI. CREATING A MEASUREMENT SYSTEM FOR TRACKING AND BENCHMARKING SEM GOALS

Any planning effort requires a good system for measuring and tracking progress made on goals and activities. A measurement system typically includes a combination of key performance indicators (e.g., completion, increase in FTES, and student satisfaction), along with multiple ways to measure those indicators (e.g., rates, volume and scales). A measurement system also often includes benchmarks or target goals to help compare and track the desired progress or expected outcome. A SEM plan also contains a measurement system for the goals and strategies in the plan. Below is a brief sample listing of possible indicators and measures for evaluating progress made on SEM goals. For a fuller listing and description of indicators and measures for SEM planning and a glossary of terms, please refer to the *Data Tools and Metrics for Strategic Enrollment Management* resource guide.

- Outreach and Matriculation: The number of inquiries converted to applications, and the number of applications converted to registrations,
- FTES Productivity and Efficiency: FTES and enrollment trends, FTES/FTEF ratio, WSCH/FTES ratio, and fill rates (enrollment/course capacity),
- Success and Retention: Successful course completion rates, retention and persistence rates, time to completion rates by program, transfer volume or rate and the number of degrees and certificates awarded by program, and
- Qualitative Data: Surveys and focus groups may be used to assess student and employee satisfaction and engagement.



Guiding Questions For Discussion

1. Which indicators and measures should be used for tracking student progress and completion at your college?
2. Who should have access to enrollment and success data and how can this information be shared broadly?



VII. CREATING AND IMPLEMENTING THE SEM PLAN

Once goals have been established and aligned to the Vision for Success goals, the strategies and practices can be developed. Once these are developed, the college can move to sketching out the implementation tactics into a formal action plan. The action plan document provides a blueprint for how the discreet activities attached to the strategies and practices will be enacted and tracked. A simple table format with columns can be used to create the action or implementation plan, which typically contains vital information for implementing the identified activities.

Table 2. Action Plan Template

GOALS	STRATEGIES & PRACTICES	INTEGRATION POINTS	ACTIVITIES	TIMELINES	RESPONSIBILITY	RESOURCES
List of over-arching goals	List of strategies and practices for each goal	List of other major college plans or initiatives to which the goals can be linked	Description of key action steps or major activities for each strategy or practice.	Start and end date for each activity	Who or which groups or offices will be responsible for overseeing the implementation of each activity	Required or desired fiscal, human, technological and physical resources for each strategy or practice and/or activity

The SEM action plan may be overseen by a single entity or office (e.g., SEM committee or institutional effectiveness office). The activities in the action plan should be monitored in the same manner other plans at the college are monitored and tracked.



Guiding Questions For Discussion

1. Which action plan format is your college currently using for planning?
2. Can the current planning format work for the SEM action plan?
3. Is there an existing list of major plans and initiatives and the goals for each so that integration points can be identified, or does a list need to be created?



VIII. EVALUATING THE SEM PLANNING PROCESS

A regular review and evaluation of the SEM planning process provides continual insight into what works or does not work for a college. Examining the structure of the overall process for developing the plan, as well as the framework or model that was used, the integration points and alignment to other goals and the mission of the college are a few of the things that can be reviewed. The review and evaluation can be done at both the mid-point and the end of the planning cycle. A mid-point review can provide information as to how well the plan is being implemented and where there may be gaps in the implementation. An evaluation and review at the end of the reporting cycle can provide information needed to restructure the process, revamp the planning models and/or improve engagement strategies for the next planning cycle.

A comprehensive SEM plan generally includes a section describing the provisions for evaluating the plan and when this will occur.

Some ideas for evaluating the plan include:

- Survey employees for feedback on the planning process, implementation, and communication
- Track participation in the planning process by type of participation, constituent group, and/or department or unit
- Track implementation progress of items listed in the action plan
- Assess for data and information needed to complete planning
- Check the alignment between the SEM goals and other goals found in other college-wide plans and initiatives (e.g., Education Master Plan and Guided Pathways)



Practical Applications

SEM: AN INTEGRATED APPROACH – SIERRA COLLEGE

College Fast Facts

Fall 2017 Headcount: 18,315

Location: Rocklin, CA

Fall 2017 FTES: 6,676

Structure: Single-college district

Fall 2016 FTEF: 839

Background

Sierra College's SEM practices are an integrated effort between Instruction, Student Services, Research, and Campus Facilities to ease students' progress through the enrollment process, meet student demand through more effective course scheduling, and increase course availability through greater utilization of classroom and lab space.

Sierra College is currently in the latter part of early adoption of the Guided Pathways framework. Key elements of this framework that guide SEM practices at the college include:

- Coordination and alignment with district feeder high schools,
- Identification and utilization of student data to track progress of key activities,
- Ensuring alignment between curriculum, schedule, and space capacity,
- Leveraging existing initiatives and programs, including Equity and SSSP,
- Developing cross-functional work teams to provide momentum,
- Implementing evidence-based practices to increase access and success in college,
- Creating predictable course schedules and
- Offering professional development opportunities.

The college mission statement asserts that "Sierra College provides a challenging and supportive learning environment for students having diverse goals, abilities, and needs interested in transfer, career and technical training, and lifelong learning." In order to work towards achievement of that goal, the college determined that it needed to better support its students' diverse goals, abilities, and needs. These initiatives are needed to ease access points primarily through onboarding as well as decreasing impact on courses, and expanding offerings to meet student demand.

These SEM initiatives are highly supported by the college leadership. The college's executive team made strategic decisions to reorganize various student services departments into a division that is now known as Enrollment Services overseen by a newly structured Dean of Enrollment Services position. This unit encompasses Admissions and Records, Financial Aid, and all other areas related to recruitment and onboarding efforts. Therefore, a centralized focus exists towards assisting students with their experiences learning about and enrolling in Sierra College. Additionally, the college resourced and staffed an Interim Executive Dean of Enrollment Management with oversight from both the Vice President of Instruction and Vice President of



Student Services and reporting to the executive staff. The Dean and Executive Dean work closely with the Research Office, Marketing, Facilities, Distance Education, as well as Deans and Department Chairs and other campus stakeholders to raise awareness and provide a holistic approach towards SEM efforts.

The college has committed significant resources to support and grow their SEM practice. Utilizing multiple funding sources, including general funding and SSSP, Innovation, Equity, and Promise, the District has invested in:

- Staffing: Executive level leadership, faculty and enrollment management support staff
- Facilities: Renovation of student services space to create enrollment one stop; purchase of new desks and chairs to more effectively utilize existing classroom space and increase capacity
- Technology: The purchase of new scheduling software, and an investment in greater utilization of the degree audit system

Process and Procedures

Our SEM practice is linked to three target student groups:

- High School Students: Concurrently enrolled and transitioning to college
- New Students: First-time and transfer students
- Continuing Students: Completing core classes for transfer/certification

This practice aligns with the District Board of Trustees Priorities and Goals: *Strengthen the student pathways to college participation, readiness, and completion by continuing to work closely with area school districts and higher education entities in joint efforts such as early assessment, dual enrollment, and degree completion partnerships.*

The Sierra College Student Equity Plan guides SEM efforts to increase enrollment of historically underrepresented students. The focus of our efforts, through targeted outreach and recruitment efforts and increased enrollment and financial aid support in the high schools and in the community, is integrated into Dual Enrollment, Promise, counseling and academic support programs.

Providing greater access to financial resources is essential to assisting students enrolling in 12 or more semester units/30 annual units, a key indicator for success and completion. SEM practice at Sierra College includes increased student communication around available financial aid, including funding to students through “stackable” grants and tuition supports such as Promise. The dual enrollment program provides opportunities for high school students to earn college credits without paying tuition. Students and families in the District have saved more than \$100,000 in enrollment fees since the inception of the program one year ago.



Increasing access is only one part of the solution, however. To close equity gaps, the college's SEM practice includes connecting students during the outreach, recruitment and onboarding process with counseling and academic support programs that have a history of success with historically underserved students.

For students accessing enrollment support, the college has focused efforts on easing student progress through the enrollment process by providing one-stop enrollment services, including Express Registration during which applicants can complete all onboarding steps in 90 minutes or less.

Outcomes and Effectiveness

The District uses the following criteria to measure the effectiveness of their SEM practice:

- Growth in enrollment - FTES and headcount,
- Enrollment pipeline yield rates - application to enrollment,
- Course capacity and fill rates,
- Student communication email open rates and action rates,
- Conversion rates or application to enrollment during Express Registration events or by visit to One Stop, and
- Student satisfaction rates for enrollment services.

Through Dual Enrollment efforts, the college has increased access for students by providing opportunities to earn college credits while enrolled in high school. Sierra College continues to work to align data-sharing agreements with feeder high schools to improve college readiness, ease the transition to college, and improve course placement.

In February 2017, the college was awarded a Promise grant and has since established and built upon existing relationships with feeder high schools to ease access to college by embedding onboarding support, financial aid assistance, and college counseling at each of our partner sites. Efforts to increase access to core classes resulted in the addition of 71 sections of high demand courses, all of which had a fill rate of 87%, and 2,093 seats added to enrollments. Student communication, aimed at encouraging waitlisted students to enroll in open sections, resulted in a conversion rate of more than 25% for the newly added classes.

Benefits

The result of Sierra College's integrated efforts in the Fall 2017 enrollment cycle included: an increase in enrollment of 1%, greater access to core courses for students, and greater collaboration and strategic planning in enrollment management throughout the institution.



A DATA-INFORMED, GOAL-BASED ENROLLMENT MANAGEMENT PLAN – PORTERVILLE COLLEGE

College Fast Facts

Fall 2017 Headcount: 4,041

Fall 2017 FTES: 1,507

Fall 2016 FTEF: 199

Location: Porterville, CA

Structure: Multi-college district

Background

The purpose of the enrollment management plan is to guide the efforts of the college to maximize opportunities supporting student success. The plan outlines goals, activities, and desired deliverables for the next five years of the college's enrollment management efforts. It is a living document, and changes are made to meet the growing needs of students, community, and the college as necessary.

Process and Procedures

Porterville College's enrollment management plan incorporates the following elements:

- Data on key college-wide enrollment management metrics,
- Responses to goals set in the previously established enrollment management plan,
- The establishment of the following four stages of the enrollment management process from the perspective of students:
 1. Recruitment,
 2. Clarify Path,
 3. Persistence,
 4. Completion, and
- Goals and strategies for each of the above-mentioned stages, complete with a timeline, assignment of responsibility, and target populations.

The college targets the following groups:

- High school students,
- High school juniors,
- High school seniors,
- First-time students, and
- Current students.

However, the targeted group varies depending on the specific goal and stage in the plan.

The mission is central to the plan itself, and the goals stem/emerge from the college mission and planning efforts. The plan was compiled by the college's Enrollment Management Committee, led by the Vice President of Academic Affairs and with representation by all of the faculty chairs and institutional research. It will be integrated into the overall planning cycle, and each of the



goals will be tracked over time. The goals in the plan are supported through various general and categorical funding streams. Because the college is small, they piece these together as needed to make the most efficient use of available resources while minimizing the potential impact of lost revenue should a recession or priority change at the State level lead to that.

Outcomes and Effectiveness

Each of the goals established in the plan is attached to one of the stages in the student completion cycle. The goals include specific strategies, assignment of responsibility, a target population, timeline and specific deliverables. The goals are tracked over time, and near the end of the plan's life cycle (2017-2022) the entire plan will be evaluated, goals reported on, and a new plan developed for the next cycle based on conditions at that time.

Benefits

Many of the goals target groups that will help the college meet its equity targets. A particular focus on young students, including high school students, will help improve service of Hispanic students (76% of our student population, growing and skewing younger). A focus on providing better communication regarding completion and transfer opportunities will help first generation and economically disadvantaged students better understand their options and improve completion and transfer rates.

Appendix A

Sample SEM Planning Group Purpose Statements

The College Enrollment Management Core Team guides the College's development and execution of the Strategic Enrollment Management (SEM) Plan and steers institutional recruitment, marketing, retention, success and completion initiatives. This leadership team includes executive representation from throughout the college and was created in 2011. Subcommittee tactical work teams further this work and include: Marketing and Recruiting Work Group; Completion by Design Team; Madison Site Advisory Team and the South Site Advisory Team. The purpose of the Core Team is the creation, discussion, review, development, monitoring, and evaluation of all ideas, strategies, and actions relating to the marketing, recruitment, and retention of students. The committee's role is primarily forward-thinking and advisory (while the tactical work is done in the individual working teams and associated work units). Specific focus areas for the Core Team include:

- Assessment of institutional policies and procedures that may affect enrollment
- Forecasting enrollment
- Developing appropriate growth strategies (e.g., program and course delivery product development or market development)
- Developing target marketing strategies
- Implementing strategies designed to improve the quality of student life and learning and foster student success and satisfaction
- Analysis of services needed to retain and graduate students with different experiences and learning needs
- Cultivation of programs for academically talented and under-prepared students
- Identification of institutional vulnerabilities and development of recommendations for addressing issues

AB Tech Community College

The Enrollment Management Committee is charged to develop a holistic, comprehensive, and integrated approach to enrollment management while recommending scheduling, instructional, and student support strategies to enhance access, success, persistence, and goal attainment.

College of Alameda

The Strategic Enrollment Management Council is charged with recommending to campus governance UMD's future enrollment goals and strategies for achieving those goals. In order to arrive at its recommendations, the council will review and integrate information from multiple sources, including institutional data, external environment data, and stakeholder perspectives.

University of Minnesota Duluth

Appendix B

Samples of SEM Operational Definitions

Enrollment Management is a process that brings together often disparate functions having to do with recruiting, funding, tracking, retaining and replacing students as they move toward, within and away from the university.

McGuire (1976)

Enrollment management is both an organizational concept as well as a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments and total net tuition revenue derived from enrolled students. Organized by strategic planning and supported by institutional research, enrollment management activities concern student choice, transition to college, student attrition and retention, and outcomes.

Hossler, Bean, & Associates (1990)

Enrollment management is a comprehensive and coordinated process that enables a college to identify enrollment goals that are allied with its multiple missions, 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.

Kerlin (2008)

A comprehensive process designed to achieve and maintain the optimum recruitment, retention, and graduation rates of students, where optimum is defined in the academic context of the institution.

Dolence, M. (1993)

A concept and process that enables the fulfillment of institutional mission and students' educational goals. In practice, the purposes of SEM are achieved by:

1. Establishing comprehensive goals for the number and type 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. Strengthening communications and marketing with internal and external stakeholders
6. Increasing collaboration among departments across the campus to support the enrollment program

Bontrager, B. and Pollack, K. (2009)

SEM OPERATIONAL DEFINITIONS FROM INSTITUTIONS

-The overall enrollment management goal should be to have an integrated system that maximizes student access and student success; creates fiscal stability; and allows the college to anticipate scheduling needs. The most successful models that help to accomplish these goals incorporate outreach (recruiting, marketing), student success (retention and persistence), scheduling (including room utilization), and assessment (measurement and evaluation). Enrollment management is not simply an administrative process. Enrollment management involves the entire campus.

Long Beach City College (2006)

-Enrollment management is the process of optimizing enrollment by balancing economic efficiency with educational needs and objectives and quality of instruction.

Los Angeles City College (2009)

-Enrollment management is the systematic approach to recruiting and retaining students for optimal enrollments within the academic and workforce development context of the colleges and district.

College of Alameda (2015)

-Enrollment Management is the set of strategies and practices the district uses to determine the needs of the service area and to ensure that the programs and courses it offers meet those needs while meeting established goals.

Contra Costa Community College District (2015)

-Strategic Enrollment Management (SEM) helps a college look at enrollment issues from an institution-wide perspective. While recruiting and retaining students is a core element to any SEM plan, SEM in its purest form is not simply about growing enrollment. Rather, it is about developing institutional programs and services to recruit, retain and support students throughout their educational career. In fact, following two years of record enrollment growth, the COCC's SEM team settled on goals for the first year that does just that: supports student success. Goals related to overall growth remain part of the plan but are now secondary.

Central Oregon Community College (2009)

-BCC defines strategic enrollment management and retention as a systematic, holistic and integrated approach to achieving enrollment and retention goals.

Baltimore City Community College (2010)

- Aligned with UMD's mission and vision statements, strategic enrollment management (SEM) is an evolving learner-centered approach to integrating all programs, practices, policies, and planning related to achieving the optimal recruitment, retention, and graduation of students.

University of Minnesota Duluth (2011)

SEM GUIDING PRINCIPLES FROM INSTITUTIONS

- The plan should be linked to the college's annual institutional priorities, the educational master plan, and program review.
- The plan should include managing the elements of the enrollment management cycle (course scheduling, marketing, recruiting and outreach, managing semester and short-term courses, persistence, retention, and completion).
- The plan should include a review of course scheduling patterns to ensure that the college is scheduling courses in an integrated manner that best meets student needs.
- The college should establish communication channels to address Enrollment Management matters with the campus community

College of Alameda (2015)

- The enrollment management strategies should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of the community and serving all of its diverse populations.
- While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it should do so in ways that support student learning, student success, and academic standards/quality.
- The college will pursue its enrollment strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, occupational, certificate, and "foundation" ("basic skills") programs.
- The college has a special commitment to the entire K-12 system in the local area and to working with schools at all levels to ensure that students are encouraged to pursue post-secondary education and that they are well prepared to succeed when they do so.
- While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility; administration, faculty and classified staff play a critical role in every interaction they have with students or the public.

Long Beach City College (2006)

- SEM is aligned with the college's Strategic Plan
- SEM is a shared institutional responsibility focused on recruitment, retention, and completion
- SEM includes a focus on course and resource availability to aid students' degree/certificate completion
- SEM includes a focus on meeting the employment needs of the region
- SEM includes a focus on building relationship with alumni and the external community

Bergen Community College (2013)

- | | |
|-----------------------------------|--|
| • Student-Centered | • Mission Driven |
| • Defined & Measureable Goals | • Coordinated Efforts-Linked To Strategic Plan |
| • Interdisciplinary Planning | • Integrated Systems |
| • College-Wide Focus | • Learning-Centered Processes |
| • Marketing-Recruitment Alignment | • Data Driven Decisions |

Baltimore Community College (2010)

- Students, and their success, are at the core of all that we do SEM goals will align with the institution's mission and goal statements.
- Participation from across the campus is critical to an institution's ability to meet goals set forth in a SEM plan.
- No single person is responsible for achieving the goals set forth in this plan; rather, collaboration amongst and coordination between all levels of the campus is critical to success.
- Attention will be given to the fiscal impact of SEM goals and associated plans to achieve those goals before the goal is finalized.
- Relevant data will be collected and used when setting institutional enrollment goals and in assessing strategies and tactics.

Central Oregon Community College (2009)

- Guide the district in providing the educational programs and services that best meet the needs of the service area while increasing enrollments to maximize the revenue earned.
- Support the colleges as they update and redesign their plans for serving their communities.
- Develop strategies to increase enrollments when the district is in a growth mode and, in leaner times, they should strongly influence the decisions required to scale back in response to budget constraints.

Contra Costa Community College District (2015)

- An integral part of all District/College strategic planning.
- A clear articulation of institutional enrollment goals (beyond quantitative objectives).
- Aligns services and resources under the umbrella of a larger District/College vision.
- Data-informed strategy, which includes enrollment efficiencies while protecting timely student access to courses and efficient pathways to completion/graduation.
- A living plan that is constantly changing as institutional needs change.

Golden West College (2014)

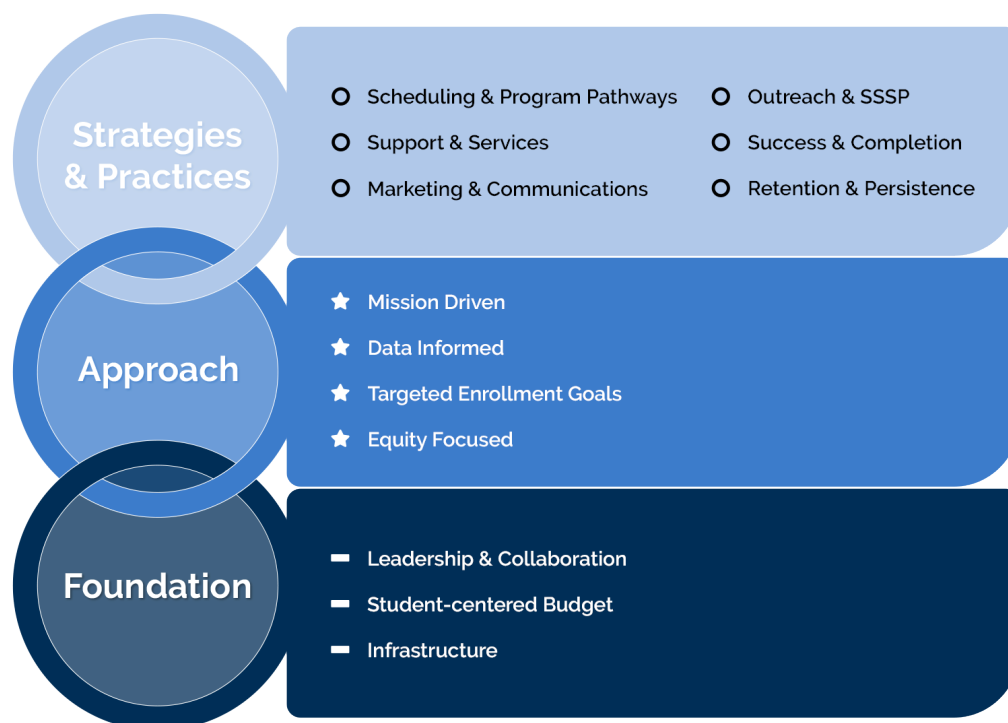
Appendix C

SEM INSTITUTIONAL SELF-ASSESSMENT

About This Tool. The SEM Institutional Self-Assessment has been designed as a tool for assessing the current state of strategic enrollment management (SEM) at a college or district. This tool can be used throughout the various stages of SEM development and implementation including; getting started with SEM, implementing SEM strategies and practices and evaluating SEM strategies and practices after implementation.












Each of the items in the SEM Institutional Self-Assessment is organized by the three dimensions found in the SEM Organizing Framework: Foundation, Approach and Strategies and Practices. The items are then grouped into one of the thirteen components that describe the Framework so as to provide a holistic perspective and assessment of SEM efforts at your college or district. Each set of items in the SEM Institutional Self-Assessment provides the bundle of attributes that define SEM by components and overall, and thus may be used to assess aspects of SEM efforts, as well as collective SEM efforts overall.















SEM ORGANIZING FRAMEWORK

















Suggestions for Using This Tool. The SEM Institutional Self-Assessment is essentially a guide for discussions, whereby the items in the Self-Assessment are prompts to help the end-users explore the various aspects of SEM. The Self-Assessment is best used with a representative group of college faculty, staff, administrators and students, inclusive of the various academic and non-academic units and departments from across the campus. It is critical that there are multiple and varied perspectives contributing to the assessment which will help provide ideas for linking SEM strategies and practices across other institutional strategies and practices.

Instructions: Using the agreement scale provided, participants independently respond to each statement in the Self-Assessment to describe their college's current state of SEM. Participants record their responses in the shaded column to the right of the statement, and then note their college's current strengths (e.g., related strategies and practices being implemented that are proven effective), as well as opportunities for improvement (e.g., related strategies and practices that are needed or that need improving).

		1- DISAGREE 3- AGREE	2-SOMEWHAT AGREE/DISAGREE 0-I DON'T KNOW
FOUNDATION	I. LEADERSHIP AND COLLABORATION 1. My college uses a SEM leadership group, office or individual to organize, plan and/or track the implementation of strategic enrollment management strategies and practices.  2. My college has a shared commitment with all constituent groups (e.g., instructional faculty, support staff & administrators) to optimize enrollment and improve student success.  3. My college has an enrollment management planning process that is integrated with the college's strategic goals, planning cycle, and the budget decision-making process. 		
	II. STUDENT-CENTERED BUDGET MODEL 4. The college/district budget decisions take into consideration my college's SEM goals by intentionally supporting SEM efforts.  5. Budget allocation at my college/district is aligned with the principles of the Student Centered Funding Formula (e.g., evaluated in part on how well we support student access, retention and success.  6. Funding of instructional support efforts at my college takes into consideration FTES generated when students persist in subsequent terms.  7. Instruction and Fiscal at my college work together to determine FTEF allocation needed to meet the college/district SEM goals. 		
	III. INFRASTRUCTURE (POLICY, TECHNOLOGY, & FACILITIES) 8. When the Office of Instruction (or other oversight entity) at my college reviews room utilization data, they take into consideration some or all of the following: classroom reallocation decisions based on enrollment, waitlists and fill rates, modality and demand for day/evening classes.  9. Software and/or technology systems are being used to provide information for scheduling facilities in order to respond to demand and changes in enrollments and course offerings (e.g., changes in lab and classroom space to accommodate enrollment demands).  10. The policies and procedures at my college support and promote enrollment optimization (e.g., admissions and registration policies and procedures, placement protocols, certificate and degree attainment, transfer and the graduation application processes).  11. The technology at my college is adequate to support and facilitate a smooth enrollment process for students (e.g., registration, website, and education planning). 		

		1- DISAGREE 3- AGREE	2-SOMEWHAT AGREE/DISAGREE 0-I DON'T KNOW
APPROACH	IV. MISSION-DRIVEN 12. The SEM goals, strategies and practices align with our institutional mission and goals.  13. The SEM goals align with the Chancellor's Office Vision for Success goals. 		
	V. DATA-INFORMED 14. Data are used widely and extensively at my college to establish and measure enrollment goals.  15. My college regularly uses course and program success and completion data to evaluate student improvement.  16. My college uses key performance indicators, measures and benchmarks to track outcomes of all students, as well as specific targeted student groups. 		
	VI. TARGETED ENROLLMENT GOALS 17. Overall enrollment/FTES goals are established and tracked at my college.  18. My college has established enrollment/FTES goals for targeted student groups (e.g., First year students, basic skills, online and CTE students). 		
	VII. EQUITY-FOCUSED 19. My college makes concerted efforts to serve all students equitably in order to close access and achievement gaps. 		
STRATEGIES & PRACTICES	VIII. SCHEDULING & PROGRAM PATHWAYS 20. The courses and programs at my college meet the needs of the students, the community and the job market.  21. My college regularly uses course and program enrollment demand data to inform scheduling decisions.  22. The approach my college has taken to develop and implement Guided Pathways will provide students with clear program maps that will lead to program completion, transfer, and/or a career.  23. My college considers scheduling options to meet the needs of specific targeted student groups.  24. My college implements Guided Pathways strategies and practices that help mitigate equity gaps.  25. My college has a student-centered schedule development process, which ensures students can enroll in the courses to complete their educational pathway. 		

		1- DISAGREE 3- AGREE	2-SOMEWHAT AGREE/DISAGREE 0-I DON'T KNOW
STRATEGIES & PRACTICES	IX. RETENTION & PERSISTENCE 26. My college implements scalable strategies and interventions to improve retention and persistence.  27. My college implements retention and persistence strategies that are specific to the targeted student groups identified in our enrollment goals. 		
	X. STUDENT SUPPORT & SERVICES 28. The student support services at my college promote student access and success for all students, as well as for targeted student groups.  29. My college provides support to students to help them manage their enrollment, including the impact of financial aid policies on their lives and their overall college experience.  30. Instruction and support services faculty and staff have developed appropriate interventions and support for students throughout their program pathways. 		
	XI. MARKETING & COMMUNICATIONS 31. My college uses marketing and communications strategies to promote a positive image in the community that helps garner enrollments and expand external partnerships.  32. Marketing and communication strategies at my college are integrated into the SEM planning efforts.  33. My college employs effective means of communication with the students, staff, faculty, and the community. 		
	XII. OUTREACH & SSSP 34. Recruitment efforts at my college help make the on-boarding process (e.g., orientation, placement and education planning) smooth for incoming students.  35. The admissions policies and practices at my college are regularly reviewed for ways to improve the registration and on-boarding processes, which helps to maximize potential enrollments.  36. All students at my college receive clear guidance and communication about their options to enroll in English and mathematics courses. 		
	XIII. SUCCESS & COMPLETION 37. My college regularly assesses the effectiveness of our student success strategies and practices.  38. My college regularly looks for ways to improve success strategies for targeted student groups.  39. Success strategies at my college address the entire student experience/pathway, not just the first year experience. 		

SEM Resource Guide in the Series

- A Roadmap for Strategic Enrollment Management Planning
- Understanding and Calculating FTES and Efficiency
- Data Tools and Metrics for Strategic Enrollment Management
- Developing and Managing the Class Schedule
- High Impact Retention, Persistence, and Success Practices for Strategic Enrollment Management
- Support Services for Strategic Enrollment Management
- Targeted Marketing and Communications for Strategic Enrollment Management
- Understanding CCC Budget and Reporting Part I (CCSF-320 Report)
- Understanding CCC Budget and Reporting Part II (Exhibit C, Fifty Percent Law, and FON)