Building a SEM Organization as a Data Driven Consultant

Jay W. Goff, Missouri S&T
http://enrollment.mst.edu
MOACAC/GPACAC, Kansas City
April 2, 2008
OVERVIEW

Session I
• SEM Primer
• Environmental and Demographic Scan
• Recommended SEM Structure and Orientation
• SEM Positioning: the In-House Consultant (IHC) Performance Paradigm

Session II
• Implementing the IHC SEM Platform
• Preparing to be an IHC SEM professional
• Creating the SEM Plan with the IHC positioning perspective
• SEM Execution: UMR/Missouri S&T Case Study
What is SEM?

• Strategic Enrollment Management (SEM) is defined as “a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students where ‘optimum’ is designed 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, AACRAO SEM 2001

• Research
• Recruitment
• Retention
SEM Fundamentals

- Strategic Planning
- Context of Setting Enrollment Goals
  - Alignment with the College’s/University’s Vision, Mission, Values, and Goals
  - Factors of Enrollment Planning
- Enhancing the Educational Experience for Students
What is Missouri S&T?

- A Top 50 Technological Research University
- 6100 students: 4700 Undergrad, 1400 Graduate
- 90% majoring in Engineering, Science, Comp. Sci.
- Ave. Student ACT/SAT: upper 10% in nation
- +60% of Freshmen from upper 20% of HS class
- 20% Out of State Enrollment
- 96% 5 Year Average Placement Rate within 3 months of Grad
- Ave. Starting Salary in 2007: +$53,000
Missouri S&T: 90% Engineering, Science, & Computing Majors

Fall 2007 Total Students

- **Engineering**: 4,663 (75.61%)
- **Business and IST**: 313 (5.08%)
- **Arts and Social Sciences**: 206 (3.34%)
- **Science and Computing**: 846 (13.72%)
- **Non-Degree/Undecided**: 139 (2.25%)
Average enrollment is 5,615
Student Interest Trends in Engineering

Potential United States Undergraduate Engineering Majors
All College Bound, ACT Tested Students Interested in Any Engineering Field

SOURCE: ACT, 2006
Ongoing interest declines in key fields
Changes in Intended Major 1976-77 to 2006-07
Missouri S&T ENROLLMENT

33% Growth since 2000

Since 2004, 60% of Growth due to Retention Increase
### Enrollment By Ethnic Group

<table>
<thead>
<tr>
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<tbody>
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<td>American Indian/Alaskan Native</td>
<td>24</td>
<td>26</td>
<td>23</td>
<td>27</td>
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<td>21</td>
<td>20</td>
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<td><strong>38%</strong></td>
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<tr>
<td>Asian-American</td>
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<td>137</td>
<td>151</td>
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<td>158</td>
<td>198</td>
<td>198</td>
<td><strong>56%</strong></td>
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<tr>
<td>Black, Non-Hispanic</td>
<td>168</td>
<td>197</td>
<td>213</td>
<td>230</td>
<td>218</td>
<td>237</td>
<td>245</td>
<td><strong>271</strong></td>
<td><strong>61%</strong></td>
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<tr>
<td>Hispanic-American</td>
<td>58</td>
<td>63</td>
<td>83</td>
<td>100</td>
<td>100</td>
<td>126</td>
<td>137</td>
<td><strong>139</strong></td>
<td><strong>140%</strong></td>
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<td>Non-Resident, International</td>
<td>590</td>
<td>723</td>
<td>819</td>
<td>749</td>
<td>600</td>
<td>565</td>
<td>585</td>
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<td><strong>5%</strong></td>
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<td>Ethnicity Not Specified</td>
<td>171</td>
<td>179</td>
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<td>253</td>
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<td>253</td>
<td>250</td>
<td>242</td>
<td><strong>42%</strong></td>
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<tr>
<td>White, Non-Hispanic</td>
<td>3,488</td>
<td>3,567</td>
<td>3,756</td>
<td>3,949</td>
<td>4,026</td>
<td>4,242</td>
<td>4,423</td>
<td><strong>4,66</strong></td>
<td><strong>34%</strong></td>
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<tr>
<td>Total</td>
<td>4,626</td>
<td>4,883</td>
<td>5,240</td>
<td>5,459</td>
<td>5,407</td>
<td>5,602</td>
<td>5,858</td>
<td><strong>6,16</strong></td>
<td><strong>33%</strong></td>
</tr>
</tbody>
</table>

**BOLD: Missouri S&T Record High**

**2007 International Student Representation:** 2.6% of undergraduates, 2.5% of distance grad students, 53.3% of campus grad students
WHY A NEW NAME for University of Missouri-Rolla? effective Jan. 1, 2008
Today’s Enrollment Manager

“Successful senior enrollment managers have to operate simultaneously on multiple levels. They need to be up to date, even on the cutting edge of technology, marketing, recruitment, the latest campus practices to enhance student persistence, and financial aid practices.”

Associate Editors: Larry Hoezee and Dan Rogalski
Hossler continued

“(Enrollment Managers) need to be able to guide and use research to inform institutional practices and strategies. Successful enrollment managers need to be good leaders, managers, and strategic thinkers. They have to have a thorough understanding of the institutions where they work and a realistic assessment of the competitive position in which it resides and the niche within which it can realistically aspire to compete. Furthermore, to be effective, enrollment managers must also have a sense of how public, societal, and competitive forces are likely to move enrollment-related policies and practices in the future.”

SOURCE: THE ENROLLMENT MANAGEMENT REVIEW Volume 23, Issue 1 Fall, 2007, Editor: Don Hossler Associate Editors: Larry Hoezee and Dan Rogalski
The External Environment in which Colleges and Universities Operate is Changing Quickly

• Dramatic changes in student markets.
• Public expectations for a wide variety of high quality student services.
• Greater needs for an institution-wide understanding of how to best react to the emerging student trends, needs and markets.
Shifting Student Populations

“The demographic shifts we are beginning to experience are largely the result of welcome advances in technology and public health that have extended life expectancy, improved living standards, and reduced population growth.”

RESOURCES

- www.act.org
- www.collegeboard.org
- www.collegeresults.org
- www.nces.gov
- www.wiche.org
- www.ama.com
- www.educationtrust.org
- www.lumina.org
- www.greentreegazette.com
- www.postsecondary.org
- www.communicationbriefings.com
- Recruitment and Retention in Higher Education
The National Picture
Undergraduate Enrollment by Attendance Status   1986-2016

College Board, 2007

Source: U.S. Department of Education
NATIONAL Shift Impacts on Higher Education

1. Nationally, in 2009-10 the number of high school graduates will begin a gradual decline.
2. The proportion of minority students is increasing and will account for about half of school enrollments within the next decade.
3. High school graduates in the future will include higher percentages from families with low incomes.

Factors Most Noted in Choosing a College

• Majors & Career Programs Offered
• Location/Campus Characteristics
• Cost/Affordability
• Campus Size/Safety
• Characteristics of Enrolled Students
• Selectivity
Future Students: Demographic and Population Changes

• Fewer first-time, traditional students in the overall pipeline until between 2015-2017—while older population is growing
• More students of color
• More students of lower socioeconomic status
• More students unprepared college level work

WICHE, 2003 & 2008
Figure 2.1. Births in the U.S., 1981-2004

Source: National Center for Health Statistics, Centers for Disease Control and Prevention.
Percent Growth in U.S. Population, 1986-2006 by Age Bracket

Source: U.S. Census Bureau

College Board, 2007
Figure 2.4. U.S. Public and Nonpublic High School Graduates 1996-97 to 2002-03 (Estimated), 2003-04 to 2021-22 (Projected)

Note: The most recent estimates for most states’ nonpublic school graduates were for 2002-03. The most recent actual data for public school graduates were for 2004-05.

WICHE, 2008
Figure 2.7. Public and Nonpublic High School Graduates by Region 1996-97 to 2004-05 (Estimated), 2005-06 to 2021-22 (Projected)

Note: Nonpublic school graduates are projected beginning with the 2003-04 academic year.

WICHE, 2008
Figure 2.21. Percent Change in Public and Nonpublic High School Graduates by State, 2004-05 to 2009-10

WICHE, 2008
Percent Change in Resident Population, 1985-2005
by College Board Region

- New England: 6.4% (85-95) / 5.7% (95-05)
- Middle States: 5.5% (85-95) / 4.9% (95-05)
- South: 15.3% (85-95) / 15.4% (95-05)
- Midwest: 5.1% (85-95) / 2.3% (95-05)
- Southwest: 12.9% (85-95) / 24.8% (95-05)
- West: 22.1% (85-95) / 17.3% (95-05)

Source: U.S. Census Bureau

College Board, 2007
Figure 1. Percent Change in Graduates from Public and Nonpublic High Schools Between 2004-05 and 2014-15

WICHE, 2008
Figure 2.5. College-Going Rate of Recent U.S. High School Graduates 1992-2004


WICHE, 2008
52.8% Missouri’s College-Going Rates of High School Graduates - Directly from HS
National Picture:
Unprecedented Student Population Growth Continued

Figure 1. Number of U.S. Public High School Graduates
1987-88 to 2001-02 (actual), 2002-03 to 2017-18 (projected)

Figure 2. Missouri Public High School Graduates
1987-88 to 2001-02 (actual), 2002-03 to 2017-18 (projected)

SOURCE: WICHE, 2003, Knocking At College’s Door.
Constant Growth in One Demographic Market:
Adults Over 60

SOURCE: US Census Bureau
Figure 4. Missouri High School Graduates by Race/Ethnicity 1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)

SOURCE: WICHE 2008
Concentration of Minorities Enrolled in Higher Education, 2005-06
and Selected Changes from 1994-95

Source: U.S. Department of Education

College Board, 2007
NATIONWIDE HS SENIORS ACT TESTED BY ETHNICITY

SOURCE: ACT EIS
College-Going Rates of High School Graduates Aged 18 to 24 by Ethnic Group, 1999-2006

Source: U.S. Census Bureau

College Board, 2007
Student Success Trends

Percentage of First-Year Students at Four-Year Colleges Who Return for Second Year

Source: Compiled from ACT Institutional Data Files. © 2007 by ACT, Inc. All rights reserved.

ACT, 2007
Financial considerations the most common reason for leaving college

Reasons for discontinuing postsecondary education

- Financial reasons
- Other
- Family responsibilities
- Class not available / scheduling inconvenient
- Dissatisfaction with program / school / campus / faculty
- Completion of degree / certificate
- Academic problems
- Finished taking desired classes
- Personal health reasons
- Traumatic experience
- Military service

COLLEGE COST COMPARISON

SOURCE: The College Board 2006, MAP: TIME, November 6, 2006
College Costs and Disposable Per Capita Income, 1996-97 to 2006-07

Published Charges

Source: The College Board
Percent For Whom Financing was a Major Concern 1992-93 to 2006-07 (Selected Years)

Source: CIRP

College Board, 2007
NATIONWIDE HS SENIORS ACT TESTED 2001-2007

SOURCE: ACT EIS
Female Enrollments Exceed 57% of All College Students

Change in Intended Major 1976-77 to 2006-07

College Board, 2007
Top Twenty Graduate Degrees
Searched for on gradschools.com since 2004

1. History
2. Physical Therapy
3. Journalism
4. Social Work
5. Fashion & Textile Design
6. Clinical Psychology
7. Law
8. Architecture
9. Biology
10. Creative Writing
11. Physician Assistant
12. Sports Administration
13. MBA
14. Fine Arts
15. International Relations
16. Art Therapy
17. Counseling & Mental Health Therapy
18. Public Health
19. Educational & School Counseling
20. School Psychology
Trends Summary

1. Decreasing numbers of high school graduates in the Midwest and Northeast
2. Declining percentage of high school graduates pursuing higher education directly out of high school
3. Increasing numbers of freshmen choosing to start at community colleges
4. Increasing diversity and financial need of future high school graduates
5. Increasing dependence on student loans and a larger percentage of household income needed to pay for college
6. Continued growth in the college student gender gap
7. Ongoing interest declines for non-biology STEM majors
Other Shifts to be Aware of…

- First Generation Participation Rate
- Increased Competition for International Students
- Increased numbers of students with identified mental Illnesses
- Changes in Work Force needs and training Development
- Communication/Technology patterns: +90% with cell phones and 63% using Social Networking Facebook and MySpace prior to freshmen year
Some Trends that have not Changed:

The Golden Circle for Recruitment

+70% enroll within 140 miles of home

+80% enroll in home state
Shift Conclusions

“Virtually all public and private colleges and institutions will see changes in their student bodies during the next decade. The only exceptions might be the top-tier, most popular institutions that already have many more highly qualified applicants than available spaces.”

College Board, 2005
The Impact of Demographic Changes on Higher Education

Some Institutions will:

- Expand their enrollments.
- Enroll student bodies that are less academically prepared.
- See shrinking enrollments.
- Need to expand their recruitment strategies and redefine the target populations.
- Have racial and ethnic composition of students may be markedly different from current classes.

SEM Ways to Succeed

• Increase Retention
• Reach-out Further
• Increase College Participation in Primary Markets
• Look for Post Retirement Student Opportunities
• Focus on Transfers from 2-year Colleges
• Further develop Graduate Outreach and Graduate Certificate Programs
BREAK TIME
Building a SEM Organization as a Data Driven Consultant

Jay W. Goff, Missouri S&T
MOACAC/GPACAC, Kansas City
April 3, 2008
SESSION II

- Implementing the IHC SEM Platform
- Preparing to be an IHC SEM professional
- Creating the SEM Plan with the IHC positioning perspective
- SEM Execution: UMR/Missouri S&T IHC Case Study
Hovland’s Consultant Joke #1

A consultant is an ordinary person 50 miles from home with a briefcase.
Hovland’s Consultant Joke #2

A tomcat who was fixed because he'd been bothering so many neighbors at night still continued to go out ... calling himself a consultant.
Hovland’s Consultant Joke #3

A consultant is someone who comes in, borrows your watch, and tells you what time it is, keeps the watch, and charges you an exorbitant fee.
And Hovland’s Personal Favorite…

Please don't tell my mother I'm a consultant. She thinks I play guitar in a strip joint.
The Entire Campus Must be Engaged in the Solution

“Changing demographics is not simply an issue for enrollment managers—and enrollment managers cannot “do magic” to perpetuate the status quo.

Trustees, presidents, deans, faculty, and other administrators need to engage in some serious strategic planning to project manageable goals, not only from the institution’s perspective, but also from the perspective of providing access and opportunity to this new group of students.”

SEM Ways to Succeed

• Increase Retention
• Reach-out Further
• Increase College Participation in Primary Markets
• Look for Post Retirement Student Opportunities
• Focus on Transfers from 2-year Colleges
• Further develop Graduate Outreach and Graduate Certificate Programs
The Strategy of SEM

- Stabilizing enrollments
- Reducing Vulnerabilities
- Aligning EM with Academic Programs
- Stabilize Finances
- Optimize Resources
- Evaluate Strategies and Tactics
- Improve Services
- Improve Quality
- Improve Access to Information

Adapted from Jim Black, 2003
Faculty SEM Needs

• Admissions and Student Profile Trends: What are their learning needs and classroom expectations?
• What are issues with international recruitment and admissions
• Help predicting workload
• Identification of roadblocks or obstacles keeping students from graduating.
• Effective recruiting strategies and the faculty’s role
• Ways to partner with student affairs to improve retention.
Questions that Institutions Need to Consider:

• Is our faculty prepared to teach students who have different academic and personal backgrounds from current students?

• If more “at-risk” students are anticipated, are there any changes that might help ensure college completion?

• Does the campus (particularly the faculty and administrators) resemble in any way the composition of future student bodies?

• Does the institution want to intentionally target new groups of students or will it simply adapt to changes as they occur?

• What are the financial resources (including financial aid) necessary to meet the institution’s enrollment goals?

SOURCE: College Board, 2005
Student Services SEM Needs

Building the “Caring Campus” atmosphere depends on Student Services understanding of the students’ needs and the institution’s performance goals

- The Campus Visit’s impact on Recruitment

- Retention implications: Outside of the classroom, largest interaction with students

- Learning New Students’ Profile and College Expectations and Needs for Outside of Class and best matching the campus services…plus dealing with Helicopter Parents 😊

- Understanding how to serve the Needs of Institution’s Targeted Student Markets

- Knowing new students’ previous co-curricular experiences in high school, at the community college, or through work.
Fundamental Question:

“What is an effective approach to implementing SEM that is sustainable and likely to be embraced by the entire campus?”
Familiar Scenario?

• a problem is identified
• a consultant hired
• a plan written, and…
• THE CONSULTANT LEAVES

• The task of supporting the external consultant and carrying out the plan is often left to the very individuals who had the training and capacity to write the plan; but were disregarded because of their internal position.
Complexity of SEM & the Belief that External Knowledge is Best

• Core planning activities
• Environmental scans
• Assessment of strategic needs
• Development of marketing plans
• Execution of Plans and Training
The professional SEM consulting field has become highly valued

- Over 200 consultants with focuses in 50 different categories

- Over 130 firms were noted for their abilities to assist universities with implementing SEM

  - Change Management
  - Diversity
  - Distance Education Research
  - Strategic Planning

  - Marketing
  - Financial Aid
  - Student Market
  - Communications
The fundamentals of SEM are aligned with Successful Consulting Practices, they focus on:

• the use of research

• cross-unit collaboration to drive student recruitment and retention activities

• Use of analytics and tactical skills to engage the entire campus community in knowledge and activities that spur student success and optimize institutional resources.
## Comparing Roles
### Consultant vs. SEM Leaders

<table>
<thead>
<tr>
<th>Consultants</th>
<th>SEM Leaders</th>
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</thead>
<tbody>
<tr>
<td>1. A track record of presenting workable solutions to clients</td>
<td>1. Solid foundations in job experience, education and a record of enrollment successes</td>
</tr>
<tr>
<td>2. Ability to diagnose problems</td>
<td>2. Strong organizational and analytical skills</td>
</tr>
<tr>
<td>3. Ability to lead teams and generate consensus</td>
<td>3. Ability to collaborate with faculty and staff</td>
</tr>
<tr>
<td>4. The ability to implement solutions (systems, training, budget distribution, etc.)</td>
<td>4. Provide a team-work philosophy</td>
</tr>
<tr>
<td>5. Facilitate consensus and commitment to the plan of action</td>
<td>5. High energy and passion for student success and higher education</td>
</tr>
<tr>
<td>6. Strong interpersonal and public communication skills</td>
<td>6. Strong communication, budgeting and personnel development skills</td>
</tr>
</tbody>
</table>

ADAPTED FROM: Barbara Kibbe & Fred Setterber (1992) Succeeding with Consultants, Packard Foundation
Consultants are Help Agents
There is a time and place for colleges and universities to seek outside help.

FACT: Many schools need a SEM “road map” that only an external agent can help construct.
Why Hire a Consultant?

- You are faced with a task or problem that won’t go away
- You have a complex project that creates additional work for the existing employees
- You want to save time and money by temporarily employing someone with a special expertise that can help you move forward on overcoming an obstacle

SOURCE: Barbara Kibbe & Fred Setterber (1992) Succeeding with Consultants, Packard Foundation
Consultants HELP by:

• Providing and Sharing a Variety of Skills
• Supplementing Staff Expertise
• Objectivity
• Credibility
• Providing Advise on Political and Legal Issues

SOURCE: Barbara Kibbe & Fred Setterber (1992) Succeeding with Consultants, Packard Foundation
Today’s Consultants embrace Change Management and Rarely take on just one Task

- Diagnosis & Assessment
- Problem Solving
- Research and Analysis
- Strategic Planning
- Organizational Process
- System Development
- Training
- Mediation
- Facilitation
- Systems Development
- Search for Potential Employees

SOURCE: Barbara Kibbe & Fred Setterber (1992) Succeeding with Consultants, Packard Foundation
“Administrator” to “In-House Consultant” can be a natural transition

Institute of Management Consultancy’s 2002 model for professional managerial consultants:

Consultants must be individuals who:

1. regularly manage complexity and responsibility,
2. seek personal growth,
3. use analytical and pro-active thinking,
4. have strong interpersonal interactions, and
5. have delivery effectiveness.
The IHC concept is not new, but seldom publicly embraced by executive leaders

• Michael Hovland’s (2006) “Experts Close to Home: How to work Like a Consultant on Your Own Campus”
  – many traditional consulting tactics can be systematically applied by SEM professionals.

• Jim Black’s SEM framework papers (2003) and SEM business practices workshops (2002) promotes:
  – using diagnostic tools,
  – establishing staff technical competencies & training systems
  – using key performance indicators (KPIs) for cross-campus data sharing
  – outcomes assessment.
The IHC Orientation to SEM

• Institutions embracing SEM must start with:
  • Structure
  • Philosophical Orientation
  • IHC Positioning cannot happen until the first two are established.
Review: In-House Consulting SEM Model

IHC approach provides:

1. a rhetorical strategy of providing help to all constituents
2. a values-based training philosophy,
3. an institutional expectation for collaboration
4. a push for a heightened sense of professionalism.
5. continuity – the consultant does not leave!
EMBRACE the Phases of Consulting Process

1. Engaging in initial contact and defining the work
2. Formulating a contract and establishing a helping relationship
3. Gather all decision makers and discuss the plan, their roles and what they can contribute
4. Identifying problems through diagnostic analysis
5. Set goals and planning for action with all decision makers
6. Taking action and cycling feedback
7. Completing the project

IHC Model in a Nutshell

The In-House Consultant is expected to:

• Stay abreast of current trends & market activities
• Actively engage and inform the campus
• Regularly “take the plan off the shelf” and…..
• Put the plan into action.
IHC: the POWER of Metaphor

SEM professionals could be more effective if the campus community views them in a “consultant” or helping role, rather than just “another administrator” running a support unit.

Positioning SEM professional as an In-House Consultant signals:

- campus leaders are serious about meeting the institution’s enrollment goals
- A willingness to take steps necessary to support a SEM-based organization.
IHC: a SEM performance concept

The “in-house consultant” model (IHC) is a means to more clearly position the chief enrollment officer, and SEM units, as a campus wide support team focused on helping most offices achieve and sustain core institutional strategic initiatives.

The IHC metaphor would address the mind- and skill-sets required by enrollment management professionals to help their institutions operate in a more efficient and proactive manner.
Embracing Consulting Expectations

Similarities between external consultants and current expectations of SEM professionals is only one step in embracing the IHC approach.

- Both **Structure** and **Orientation** are important

- Philosophical orientation (e.g., administrative, student focused, academic, or market-centered) can impact how the SEM units operate

- Due to the manner in which universities actually work, neither structure nor orientation fully optimizes the SEM units’ impact on the overall function of the university if the **POSITIONING** of SEM processes and its leaders are not commonly appreciated and valued.
Phases of Consulting Process

1. Engaging in initial contact and defining the work
2. Formulating a contract and establishing a helping relationship
3. Gather all decision makers and discuss the plan, their roles and what they can contribute
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The Power of Alignment
Can Internal Consultants be Effective?

1. Setting and establishing linkages, shared goals, improved communication, and synergy across all institutional units. Unit objectives need to be tied directly to enterprise-wide goals, rather than functioning as stand-alone systems.

2. Using an analytical, empirical, data-driven approach to problem solving and decision-making. Intuition is important but not sufficient. The “culture of evidence” is a cornerstone of effective enrollment management.

3. Providing critical leadership. Enrollment management almost always means changes in structure, reporting lines, communication, goals, etc. The challenges and risks of change should never be underestimated. Effective enrollment leaders are willing to accept the risks where they see the need for change.

Skannel and Kurz, 2007
Characteristics of Successful Internal Consultants (Lawrence & Lorsch, 1967)

1. Ability to bridge goals and build trust between different departments.
2. Respect earned through demonstration of an expert knowledge base.
3. Understanding and communicating institutional vision.
4. A high profile throughout the organization.

Active individuals who are familiar to the organization, have an intimate knowledge of the organization, and are trusted by the organization and its members possess great capacity for initiating and sustaining change.
Long-Term Benefits of IHC Model

- Cost savings
- Greater organizational unity and engagement on core business practices.
- Increased likelihood for sustainable change due to a stronger understanding of the culture that exists on campus.
- Establish better internal linkages and trust needed to create a stronger and more coordinated strategic plan through regular communication and requests for unit input.
“If you don’t know where you’re going, any path will take you there.”
Sioux proverb
The IHC Platform: Providing change management solutions for implementing SEM

1. Establish a Vision
2. Align Systems
3. Create and Execute Plans
4. Integrate the Vision
5. Review the Process
Unite the Isolated

IHC builds an organizational culture that:

1. better motivates staff and faculty collaboration,
2. demonstrates a dedication to intelligent planning and strategy execution,
3. promotes a stronger passion for academic and student success through shared governance
4. embraces the regular use of solid analytical and data-driven skill-sets.
Conclusion

• IHC model is an ideal for strategic levels of performance and professionalism.

• IHC: an ideal performance model for SEM professionals, not an argument against using external consultants.

• Promoting the idea of internal, experienced SEM practitioners developing institution-wide partnerships and plans to better ensure the university lives up to its promises to students, families, faculty, and alumni.
Preparing to be an SEM In-House Consultant Professional
What does an IHC Read?
In addition to AACRAO pubs & SEM updates…..

- Chronicle of Higher Education
- Greentree Gazette
- University Business
- Inside Higher Ed (like Chronicle, but free)
- ACT News You Can Use (www.act.org)
- Google News Search: “University Enrollment”
- Postsecondary Education OPPORTUNITY
- State Economic & Demographic Reviews (OSEDA)
- Much, much more
How Research Is Used In Strategic Enrollment Management

1. To improve retention
2. To build relationships with high schools and community colleges
3. To target admissions efforts and predict enrollments
4. To recommend changes to admissions policy
5. To examine issues of how best to accommodate growth
6. To improve the educational experience of students
7. To identify needs of unique student groups
8. To project and plan for student enrollment behavior
9. To determine financial aid policies
10. To assess student outcomes
What Reports Do IHCs Produce?

- Weekly “Funnel” Reports
- Key Performance Indicators (KPIs)
- Annual Environmental Scans & SWOT updates
- New Student Profiles Prior to Start of Classes
- Student Profile after Census Date
Core IHC Retention Assessments

1. New Student Survey (prior to start of classes)
2. Withdrawal Survey (prior to cancelling classes)
3. Phone/Email Survey of Non-Returning Students (2-4 weeks prior to start of semester)
4. Student Satisfaction Survey (all returning students)
5. Graduating Student Survey (prior to commencement or within the first six months after graduating)
Getting Started with the IHC SEM Model
Everyone is SEM

• Small Actions make LARGE NUMBERS
  • If everyone recruited or retained 1 student, we would need to close admissions.
MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY

INSTITUTIONAL RESEARCH

Budgeting
External Engagement
Institutional Effectiveness
Marketing
Career Planning
Campus Life
Housing
Academic Policies
Teaching & Learning
Pricing
Assessment of Student Learning
Academic Support Programs
Social Support Programs
Financial Aid
Academic Programs
Assistance and Accommodation
Medical Services
Mental Health Services
Alumni and Development
Strategic Planning
Admissions & Recruitment

SOURCE: Bob Wilkinson
Formation of the Strategic Enrollment Development Team

• Committee Charge:
  – Creation and Building of support for a new Dean of Enrollment Management
  – 5 Year Enrollment Management Plan draft

• Committee Representation

• Committee Support/”Clout”
Creation of Cross Divisional Enrollment Directors Meetings

• All University Divisions at the table - meetings under the direction of the Dean of Enrollment Management
Enrollment Development Team
EDT

- Faculty for each division
- Admissions
- Registrar
- Financial Aid
- Campus Housing
- Student Activities
- Counseling Center
- Orientation
- Teacher Training Director
- Faculty Senate Leaders

- Execs: Academic, Student & Enrollment Affairs
- Advising
- Info Tech
- Institutional Research
- Minority Programs
- International Affairs
- Cashier/Billing
- Pre-College Programs
- Reporting Services
What is included in a SEM Plan?

1. Strategic Framework: Mission, Values, Vision
2. Overview of Strategic Plan Goals & Institutional Capacity
3. Environmental Scan: Market Trends & Competition Analysis
4. Evaluation and Assessment of Position in Market
5. Enrollment Goals, Objectives, & Assessment Criteria
6. Marketing and Communication Plan
7. Recruitment Plan
8. Retention Plan
9. Student Aid and Scholarship Funding
10. Staff Development and Training
11. Student/Customer Service Philosophy
12. Process Improvements and Technology System Enhancements
13. Internal Communication and Data Sharing Plan
14. Campus wide Coordination of Enrollment Activities
Traditional Core SEM Objectives

- Establishing Clear Enrollment Goals and Determining Capacity to Serve
- Promoting Student Success
- Determining, Achieving and Maintaining Optimum Enrollment
- Enabling the Delivery of Effective Academic Programs
- Generating Tuition
- Enabling Financial Planning
- Increasing Organizational Efficiency
- Improving Service Levels
IHC’s Use and SHARE Data

• Become a data expert
• Translate the data into a form and with messages attached that engage the interests of faculty and administrators
• Train your staff to use data and expect them to use it
• Share data and invite others to help you interpret it

Michael Hovland, 2006
IHC’s are an Internal Resource

An enrollment consultant is a resource for faculty and academic administrators.

- Promote campuswide recruitment and retention for:
  - Colleges
  - Departments
  - Activity areas

Michael Hovland, 2006
IHC as a Change Agent

A consultant is a catalyst for internal change

• Help your institution become what you’re trying to promote
• Promote a sense of urgency by listening for and responding to recruitment and retention hot buttons

Michael Hovland, 2006
Easy Benchmarking

- Determine Competitors & Comparators
- [www.collegeresults.com](http://www.collegeresults.com)
- College Board: Institutional Comparison
- US News
- Shanghi Jiaotong
QUESTIONS?

Building a SEM Organization as a Data Driven Consultant

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MOACAC/GPACAC, Kansas City
April 2, 2008
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• WICHE. (2003). *Knocking At the College Door; Projections of High School Graduates by State, Income and Race/Ethnicity, 1988 To 2018*. Author: Boulder, CO.
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