What is SEM?

“For most institutions, though, the adoption of an enrollment management approach effectively meets the challenges of expected or unexpected peaks and valleys in enrollment that seem endemic to an open door institution pledged to serve the community. It is a way to develop honest budget and facilities plans based on an informed vision of enrollment patterns and the income and expenditures linked to those patterns. It is a way to bring the college together around instructional planning and student success and outcomes goals, especially those subject to increasing external scrutiny” (Kerlin & Serrata, p. 171).

History of SEM

• Over 30 years at universities
  • Used to control the composition of the incoming class
• Recent phenomenon at 2-year colleges
  • Open access, diverse student population, differing student goals
• Move beyond a recruitment plan
SEM at North Hennepin Community College Essentials
Goals

1. Achieve predictable enrollments through planning and active management
2. Track and assess student recruitment, retention, and engagement initiatives
3. Develop a culture of clean, reliable data available at predictable intervals
4. Construct key performance indicators and use of metrics for decision making
5. Deploy technology to collect and analyze data
6. Use enrollment and student success to inform other planning at the college
Goals

Current – Unpredictable, Unstable, Uniformed**

**Enrollment and budget**
**Preferred – Long Term Viability**

**Enrollment, budget, staffing, facilities, etc**
Team

- President’s role
- CSAO and CAO partnership
- Academic and Student Affairs
- Credit and non-credit
- Faculty
- Finance and facilities
- 2-year commitment
Training

- Common book
- National Conference
- SharePoint
- Monthly meetings
Budget

- Separate cost centers
- Initiative funding
Staffing

- Technology support position
- Institutional Research reporting structure
SEM at North Hennepin Community College

Year 1
Data Gathering
Data Gathering

• Goals set first
  • Tracking document
Data Gathering

- **Factbook**
  - 10 year historical data
- **Internal Needs Assessment**
  - 2000 current and former students
  - Surveys and focus groups
Data Gathering

• Other internal data
  • MnSCU fill rates
  • NHCC fill rates
  • Student success by media type
  • Student success 2011-2012
Data Gathering

• **External Needs Assessment**
  • Image and needs assessment
  • Employer and university partner surveys
Data Gathering

- Other external data
  - Review and analysis of state and local demographics
    - Example 1
    - Example 2
    - Example 3
  - Review of state and national reports on employment, demographics, population, etc.
1% Change in Enrollment = $220,000
Technology
Technology

• Marketing and Admissions
  • Hobson’s Connect
    • Personalized, Proactive, Relevant
    • Recruitment funnel
    • Track effectiveness of campaigns
Follow these Admissions Steps

Making my story...

“I am the first in my family to go to college. NHCC is affordable and very convenient.”
- Stacy

{#First Name#},

Now is the time to register for classes at North Hennepin! Orientation sessions for fall semester have started, so you’ll want to register soon for the best class selection.

Once you have completed placement testing and orientation you are able to register
### E-mail Results Viewer: Hobsons EMT

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prev Opted Out</strong></td>
<td>94</td>
<td>15.16%</td>
</tr>
<tr>
<td><strong>Sent</strong></td>
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<tr>
<td>Total Attempted</td>
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</tr>
<tr>
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<tr>
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<td>Opted-Out</td>
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### E-mail Links Statistics

- **Link to Go to NHCC in Buffalo!**
  
  ![Link](http://www.nhcc.edu/main/ProgramsAndMajors/Buffalo.aspx)

<table>
<thead>
<tr>
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<td>10</td>
<td>1.9%</td>
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- **Link to [Facebook](http://www.facebook.com/northhennepincommunitycollege)**

  ![Link](http://www.facebook.com/northhennepincommunitycollege)

<table>
<thead>
<tr>
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- **Link to [www.nhcc.edu](http://www.nhcc.edu)**

  ![Link](http://www.nhcc.edu/)

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<tbody>
<tr>
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<td>0.38%</td>
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</tbody>
</table>
Technology

Cold Leads → Inquiries → Applicants

- Conversion rates
- Breakdown by demographics
- Interventions
- Measures

Enrollees ← Orientees ← Testers
### Percentages moving from one stage to the next

<table>
<thead>
<tr>
<th></th>
<th>Admission</th>
<th>Assessment</th>
<th>Orientation</th>
<th>Registered</th>
<th>Attended</th>
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<tbody>
<tr>
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<td>60.0%</td>
<td>64.2%</td>
<td>86.6%</td>
<td>92.2%</td>
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<tr>
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<td>70.0%</td>
<td>70.7%</td>
<td>89.9%</td>
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<tr>
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<tr>
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<td>68.5%</td>
<td>70.4%</td>
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<td>92.7%</td>
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</table>

### Conversion rates

<table>
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<th>Assessment</th>
<th>Orientation</th>
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<tr>
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<td>52.5%</td>
<td>36.8%</td>
<td>26.0%</td>
<td>23.4%</td>
<td>21.5%</td>
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<tr>
<td>Spring 2011</td>
<td>55.2%</td>
<td>28.7%</td>
<td>16.7%</td>
<td>14.8%</td>
<td>13.5%</td>
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<tr>
<td>Fall 2010</td>
<td>52.1%</td>
<td>35.7%</td>
<td>25.1%</td>
<td>22.2%</td>
<td>20.6%</td>
</tr>
</tbody>
</table>
Technology

• **Current Students**
  • *Hobson’s Retain*
    • Personalized, Proactive, Relevant
    • Print, email, phone
    • [eNewsletter](#)
    • [Student emails](#)
    • Early Alert
    • Departmental communications
SEM at North Hennepin Community College

Year 2 and Beyond
SEM Plan
Gap Analysis

• Where we are now versus where we should be

• Gap Analysis Grid (data)

• Gap Analysis Grid (final)
Goal Prioritization

- Goal Prioritization Exercise
- Goal Grids
- Final Goal Rankings
- Final Goals
Strategies and Measures

• Step 1
  • Develop strategies that align to the SEM plan goals
  • SWOT Analysis
  • Back to data
  • SWOT grid
Strategies and Measures

- Step 2
  - TOWS Analysis
  - Back to data
  - TOWS grid
Strategies and Measures

• Step 3
  • Develop measures for each strategy

• Step 4
  • Develop KPI for each strategy so we know if we “get there”
<table>
<thead>
<tr>
<th>System Goal 1</th>
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<tbody>
<tr>
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<td>SEM Goal 1</td>
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<td></td>
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<td>Measure 1</td>
<td>KPI 1</td>
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<td>Measure 2</td>
<td>KPI 2</td>
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<tr>
<td></td>
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<tr>
<td><strong>Strategy 3</strong></td>
<td>Measure 3</td>
<td>KPI 3</td>
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<td></td>
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</tr>
<tr>
<td><strong>Strategy 4</strong></td>
<td>Measure 4</td>
<td>KPI 4</td>
</tr>
</tbody>
</table>
Example 1

• Enrollment and success data by race/ethnicity
  • Historical data (Factbook) for enrollment and success data.
  • Use census data for demographic data in 3 county area.
  • Develop strategies/measures for enrollment and success
Example 2

- **Student success data**

- Online shows a lower success rate, so develop pre- and post-test advising.
  - Pre-assessment advising
  - Develop an online readiness tool at the point of assessment
  - Post-assessment advising
Example 3

• Internal and external needs analysis
  • Course offerings (hybrid)

• Overtime, using Hobson’s AgileGrad to develop course schedule based on student need/demand
Technology
Technology

• **Current Students**
  • *Hobson’s Retain*
    • Personalized, Proactive, Relevant
    • VIP pages
    • Track student success
    • Print, email, phone, text
Technology

- **Student Engagement**
  - *Hobson’s Retain*
  - *Hobson’s Events and Interviews*
    - Online event and appointment scheduling (#1 and #2)
    - Student organizations, events, and activities
    - Rec sports example (student success vs. participation in fitness center)
Technology

• **Current Students**
  • *Hobson’s AgileGrad and AgileAdvisor*
  • Plan and track degree progress
  • Reduce time and money
  • Proactive
  • Class schedule based on student need
  • Maximize use of facilities
  • Improved budget due to better student retention and success
### Comm Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Name</th>
<th>Source</th>
<th>Type</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/8/2011 3:30 p.m.</td>
<td></td>
<td>Advisor mass message</td>
<td>Aggregated</td>
<td>mass email</td>
<td>sent by <a href="mailto:andy.dryden@mncc.edu">andy.dryden@mncc.edu</a></td>
</tr>
<tr>
<td>2/6/2011 2:50 p.m.</td>
<td></td>
<td>Advisor mass message</td>
<td>Aggregated</td>
<td>mass email</td>
<td>sent by <a href="mailto:andy.dryden@mncc.edu">andy.dryden@mncc.edu</a></td>
</tr>
</tbody>
</table>

**Details**

- **ENGR201** walk-in Adviser: I hope your Spring term is off to a great start! Just wanted to touch base with you about ENGR201. Electrical Fundamentals. This course is offered only once per year in the Spring and is required for students planning to transfer to OSU in Civil or Mechanical Engineering as well as for students transferring to PSU in Mechanical Engineering. The pre-requisite for the course is PHYS202. If you need this class the term please let me know ASAP.

- **Engineering Scholarship Opportunity** in AES: I just received some additional information that I have posted below about an engineering scholarship that many of you may be eligible for. Please follow the links for more information. Andy: The consulting firm of AES Engineers is committed to continuing its support of higher education by providing scholarships to deserving students. To be eligible the student needs to answer one of the essay questions that they will find on our site at [www.aesengineers.com/scholarships.htm](http://www.aesengineers.com/scholarships.htm). Our belief is that achieving a high grade point average should not be the only criteria for determining who deserves to be helped. For that reason we are offering a scholarship that will be awarded on the basis of character, as determined by evaluating the essays that are submitted. Amount of award: $5000. Deadline for entry: October 7, 2011.
ENGR211 - Statics

- F Analysis of forces induced in structures and machines by various types of loading. Includes 3-D equilibrium analysis, internal forces, centroids, moments of inertia, and frictional equilibrium.

Department: Engineering Transfer ([view all courses in this department])
Credits: 4

Edit course advisory

Prerequisite Details

- Course Prerequisites
- Prerequisites to

Course Availability

FALL 2011 section: ACTIVE dates: 08/04/2011 - 12/31/2011 days: T-R- time: Meeting Times Multiple Locations

FALL 2011 section: ACTIVE dates: 08/04/2011 - 12/31/2011 days: T-R- time: 1:10 PM - 3:30 PM Location

FALL 2012 section: ACTIVE dates: 08/04/2012 - 12/31/2012 days: T-R- time: Meeting Times Multiple Locations

FALL 2012 section: ACTIVE dates: 08/04/2012 - 12/31/2012 days: T-R- time: 1:10 PM - 3:30 PM Location

FALL 2013 section: ACTIVE dates: 08/04/2013 - 12/31/2013 days: T-R- time: Meeting Times Multiple Locations

FALL 2013 section: ACTIVE dates: 09/20/2013 - 12/11/2013 days: T-R- time: 1:10 PM - 3:30 PM Location

FALL 2014 section: ACTIVE dates: 08/04/2014 - 12/31/2014 days: T-R- time: Meeting Times Multiple Locations

12 students, 30 spots
32 students, 20 spots
24 students, 30 spots
8 students, 30 spots
4 students, 20 spots
1 students, 30 spots
## Availability

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<tr>
<th>Time</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<td>7:00-8:00</td>
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<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Building a New Plan

Basic Information

Name your plan, and give us information about the college programs you are interested in. We can build your plan with basic information, but you can provide additional criteria in advanced and term settings for a more exact plan.

Advanced Settings

Term Settings

Build Plan

Building

Build Finished! Go to Plan

<table>
<thead>
<tr>
<th>Plan Setting</th>
<th>Your Plan</th>
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<tbody>
<tr>
<td>Starting Term</td>
<td>Fall 2011</td>
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<tr>
<td>Preferred Class Time</td>
<td>10 AM</td>
</tr>
<tr>
<td>Earliest Class Time</td>
<td>7 AM</td>
</tr>
<tr>
<td>Latest Class Time</td>
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<tr>
<td>Take Summer Classes</td>
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<td>Take Distance Learning Classes</td>
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<tr>
<td>Average Number of Credits</td>
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<tr>
<td>Days of the Week To Take Classes</td>
<td>3, 4, 5, 6</td>
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<tr>
<td>Catalog Year</td>
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*Settings may vary term-by-term to reflect any specific updates made on the term settings bar.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<th>Actions</th>
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<tbody>
<tr>
<td>MTH252</td>
<td>Calculus II: Integral Calculus</td>
<td>M-W</td>
<td>1:10 PM</td>
<td>3:00 PM</td>
<td>4 cr</td>
<td>Reschedule</td>
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<tr>
<td>SP111</td>
<td>Fundamentals of Public Speaking</td>
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<td>3 cr</td>
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<td>Introduction to College Writing</td>
<td>T-R</td>
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<tr>
<td>AS.DHUM1</td>
<td>Placeholder for Distribution - Humanities要求 3 cr</td>
<td></td>
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<tr>
<td>ENGR201</td>
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<td>5 cr</td>
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Spring 2012 / 19 Credits

- AS.DHUM1: Placeholder for Distribution - Humanities requirement 3 cr - click to see options
  - A course must be selected for this placeholder.

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<th>Course Code</th>
<th>Course Name</th>
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Summer 2012 / 0 Credits

- Change Courses
- Week View

Fall 2012 / 17 Credits

- Change Courses
- Week View
Make an Appointment with Your Advisor

Schedule a new appointment time with your advisor using the following form and calendar.

Select emphasis:
- Any

Select advisor to view availability:
- Any

Date and time of your appointment:
- 08/09/2012
- 8:30 AM

Duration of your appointment:
- 15 minutes

Student ID:
gewans_student

Student Email Address:
glenn.evans@hobsons.com

Student Name:
Glenn Evans

Reason for your visit:

Schedule Appointment

Aug 5 — 11 2012

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<th>Mon 8/6</th>
<th>Tue 8/7</th>
<th>Wed 8/8</th>
<th>Thu 8/9</th>
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Student Success Initiatives
Student Success Initiatives

- Student Communication and Collaboration with Faculty (Ongoing)
- Pre-assessment information (Fall 2012)
- Post-assessment advising (Oct 2012)
- Online test scheduling (Oct 2012)
- Early Alert (pilot Fall 2012)
Student Success Initiatives

• Assigned advising (Spring 2013)
• VIP pages (Spring 2013)
• Graduation planning (Spring 2013)
• Online orientation scheduling (Spring 2013)
• Student One-Card (Spring/Summer 2013)
• Student engagement tracking (Fall 2013)
SEM Future
SEM Future

• Role of the SEM team
• Data gathering
  • Large projects (Factbook, internal needs, external needs)
  • Other data
• Update plan every 3 years
SEM Future

• Provide data quickly
  • Bottineau Light Rail Line example

• Inform and help align master plans
  • Visual (1)
  • Visual (2)
Questions?
lpirius@nhcc.edu