

CABINET LEVEL – Breakthrough Initiative (BPI) – FY 2007-2008

Initiative Name: Strategic Enrollment Management System

Initiative's Long-term Goals (3-5 years):

- systematically evaluates the institution's competitive market position
- develops a research-based definition of the desired or preferred strategic market position relative to key competitors
- marshals and manages institutional plans, priorities, processes, and resources to either strengthen or shift that market position and, ultimately
- achieves the institution's optimal enrollment, revenue, and student success goals

Critical Business Issue Addressed:

Anticipated shifts in stable markets, tax base demographics, and higher education products and services may result in reduced revenue and other resources.

Rationale for Initiative:

Each year we receive the budgeted enrollment goals. We conduct numerous activities in hopes of attracting and enrolling students, and a few of those activities are tracked to determine their success or failure. When registration begins, we try to enroll as many students as we can in hopes of meeting or exceeding the credit hour targets. In other words, enrollment happens **to** us. We cannot predict who will enroll or whether or not we will meet goals. With an SEM approach, we would make decisions about where and how we intend to experience growth. Are there programs that are under-enrolled and would benefit from additional students? Are there target markets that we can develop and build? Do we want more students in distance learning? More diversity? What is our institutional capacity? What is the capacity in each program? How can we best leverage financial aid to attract the students we want? With the answers to questions such as these, specific strategies would be created in order for us to achieve our goals. The enrollment plan is built on *our decisions* and is firmly tied to *our mission*.

Institutional Priority: (check one)

Check One	Category	Value Creation Criteria
<input checked="" type="checkbox"/>	Critical	Urgent need for significant number of learners and or employees, urgent regulatory requirement, or risk of losing a significant market share if not done well. Very compelling business opportunity.
<input type="checkbox"/>	High	High impact on strategic success or the experience of a significant number of learners/customers or employees and stakeholders, or a significant opportunity for organizational growth and cost savings.
<input type="checkbox"/>	Moderate	Significant want for some learners, although failing to address this need will jeopardize neither the experience of a significant number of customers or employees, nor the continuation of a significant piece of business. Potential for moderate return on investment if done well.
<input type="checkbox"/>	Low	Minor learner/customer requirement. Low business return, financial or other.
<input type="checkbox"/>	Future Consideration	Initiative needs to "cook" – not enough information to consider currently.

Projected Results:

The college will continue to generate necessary revenue to operate and grow.

If we are not strategic about enrollment, we will never be truly knowledgeable about our student population, and will never understand why we did or did not achieve enrollment goals. We have numerous segments—FTIACS, transfers, stop-outs, international, dual enrolled—and each segment COMES for different reasons and STAYS for different reasons. Our approach has been to focus on the overall credit hour goals rather than specific recruitment and retention targets for each segment. If we focus on applying SEM to the four phases of access, transition, persistence, and graduation, we will improve student success at the institution.

(Measures based on how well the initiative is contributing to value creation – achieves results over life of the project until established as system practice)

Capability		Current and Target Capability Level	
Current	Target		
<input type="checkbox"/>	<input type="checkbox"/>	1	Capabilities and history are already strongly differentiating the College among our learners/stakeholders. Already exceeding customer expectations. We are the benchmark.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	2	Products, services, or other outputs can be provided at a level of quality that is demonstrably better than the competition. Regularly meeting or exceeding customer expectations.
<input type="checkbox"/>	<input type="checkbox"/>	3	Average capability and experience relative to general practices (benchmarks) in the industry, but not sufficient enough to differentiate in the eyes of the learner/customer/stakeholder. Currently meeting basic needs.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4	Some capability and experience. Presently performed at a marginal level.
<input type="checkbox"/>	<input type="checkbox"/>	5	Minimal capability or experience. Often miss the mark in meeting customer needs/expectations.
<input type="checkbox"/>	<input type="checkbox"/>	6	No current capability or track record.

Anticipated Structural Impacts: TBD

Key Processes Expected to Improve:

Processes surrounding enrollment planning, program design and development, marketing decision-making, setting of budget targets, and staffing would improve. Ultimately, practicing SEM would impact the strategic direction of the institution. SEM should align with other initiatives on campus and there is strong potential for synergy; for example, the HLC Think Tank might identify processes that need improvement, and the SEM team will make those improvements happen. The data improvement initiative will also be critical to a successful SEM approach, since one of the cornerstones of SEM is creating a data-rich environment to inform decisions and evaluate strategies.

Key Divisions/Offices or Departments/Products Improved by Initiative:

SEM is a collaborative effort across the institution. Initially the key players are faculty and staff in Instruction and Student Services. As stated above, our current reactive approach to enrollment causes a great deal of stress during registration periods, and some measure of chaos. The SEM approach would relieve some of the anxiety; we would plan our work, and work our plan. As we measure our results and become adept at making decisions based on data, we will become much better at predicting enrollment outcomes. This would benefit all departments in Instruction and Student Services, as well as staff in Information Services, Finance and Business Services, Human Resources, etc.

Initiative Plan: (see attached for detail)

Initiative Plan – Year One
Objectives
Broaden institutional knowledge of SEM concepts and principles
Determine status of available institutional data.
Determine necessary tools/software for implementation.
Develop SEM plan framework
Develop market analysis system.
Draft SEM plan
Begin/continue specific strategies to improve retention & degree completion
Align staffing with SEM plan
Review and monitor key performance indicators

Launch Date: 2007-2008

End Date: System should be fully operational within four to five years.

Team Leader:

Dean of Student Services

Oversight Team:

President

Cabinet