Creating a Strategic Enrollment Management Plan:
University of Michigan Flint

March 12, 2015

Workshop Overview
1. Setting the context for enrollment planning at UM Flint
2. What is SEM and what is a SEM plan?
3. The enrollment environment
4. Projecting enrollment to 2020
5. Student behavior trends
6. Team roles and time lines
7. Next steps

Setting the Context for Enrollment Planning at UM Flint

Chancellor Borrego
What is SEM planning and why is it important?

Tom Green, Ph.D.
Associate Executive Director, Consulting and SEM
AACRAO

A brief history of Strategic Enrollment Management (SEM)

1. Earliest written references are in 1972 by Maguire and Campanella from Boston College to "enrollment management".

2. Adopted by admissions and marketing professionals in the mid-1980's in response to "baby bust" demographic shifts:
   - Large infrastructure development from 1960's to 1980's to accommodate "massification" and "baby boom".
   - Sharp declines in 18-year-old population.
   - Most popular among private colleges and universities.

3. Early versions featured enhanced marketing and financial discounting methods.

4. 1990:
   - Hossler and Bean publish "Strategic Management of College Enrollments".
   - AACRAO forms first SEM conference.

5. 1990's:
   - Expansion of tuition discounting practices among privates.
   - Enrollment management divisions start to form.
   - Emphasis on retention starts to emerge.
A brief history of Strategic Enrollment Management (SEM)

6. Early 2000’s:
   - Public universities become engaged in SEM.
   - Tuition discounting expands to public sector.

7. Mid-2000’s:
   - Community colleges become engaged in SEM.
   - Disruption to marketing and communication methods by Internet:
     - New techniques and concepts begin to emerge.

8. 2010’s:
   - SEM spreads worldwide.
   - Information age marketing and communication becomes robust.

What is Strategic Enrollment Management (SEM)?

Enrollment management is an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments.

Hossler, 1990

What is Strategic Enrollment Management (SEM)?

Strategic enrollment management is a concept and process that enables the fulfillment of institutional mission and students’ educational goals.

Bontrager, circa 2004
**What is Strategic Enrolment Management (SEM)?**

SEM is an organizational mindset that is focused on internal student success and experiences and the external environment as a means to more effectively relate its institutional mission and values to its key stakeholders and audiences. 

Green, 2014

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**SEM planning is . . .**

1. Future and long-term focused:
   - Knowing what we want five to ten years from now, not just for next year’s budget.

2. Data-informed:
   - We seek evidence to support our goals and claims.

3. Challenging:
   - Focusing the institution’s resources on a few highly important items requires narrowing down choices and agreeing that not everyone’s ideas will make it into the plan.

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**SEM planning is not . . .**

1. Fixing operational issues:
   - Those are inherently not strategic and the SEM plan should not be used as a cover to address management concerns or problems.

2. Silver bullets or even silver buckshot:
   - There are strong practices and good models but no quick fixes or single solutions.

3. Isolated to one office or area:
   - To become a strong SEM organization, the campus has to link arms and build an infrastructure that is both formal and informal in nature.
Why is SEM important today?

1. Accountability for our actions in higher education is greater than ever:
   - Performance-based funding.
   - Demands for outcomes as prices rise.
   - Rankings and ratings.

2. We must be as effective and efficient as possible with limited resources:
   - Public funding levels may never return to those seen in the past.
   - Technology changes rapidly and presents opportunities but also challenges and expectations.
   - Inefficient practices ultimately pass on costs to students, making it harder for them to access and complete degree programs.

Why is SEM important today?

3. Student success is the right thing to do:
   - While students must take responsibility for their own education, we must help them have every reasonable chance to do so.
   - We can no longer associate lack of academic achievement with lack of will.

4. We have expanded access to an increasing population of low-income, first-generation students:
   - Helping them navigate higher education and make the leap from secondary education expectations to higher education expectations takes more effort than for those who have had more resources prior to entering higher education.

SEM Planning Framework
SEM Planning Framework

- Clarity of institutional mission, vision, goals
- Core competencies
- Strategic direction
- Aggregate enrollment goals

SEM Planning Framework

- Student categories: first year, transfer, dual enrollment, part-time, continuing ed, face-to-face, online, certificate, etc.
- Desired student groups: racial/ethnic diversity, academic ability, 1st gen
- Geographic origin: local, regional
- Recruitment, retention, completion
- Institutional capacity

SEM Planning Framework

- Internal benchmarks: KEI numbers over the past 3-5 years
- Environmental scan:
  - Demographics
  - Economies
  - Market opportunities
  - Competition
- Institutional research plan: designated reports and production schedule
5-10 year KEI targets
Focus: the institution’s desired future
Based on: mission, data, and environmental scanning

Staffing: skill sets, strategic deployment
Systems: policies, procedures, technology
Capacity for making effective enrollment decisions: positions, reporting lines, committees

Increase new students of specified types
Increase retention rates, specifically by student types
Utilize emerging technologies
Financial aid/scholarships
Academic programs: mix and delivery systems
SEM Planning Framework

Sustainable Enrollment Outcomes

Tactics

Strategies

Enrollment Infrastructure

Strategic Enrollment Goals

Data Collection and Analysis

Key Enrollment Indicators

Institutional Strategic Plan

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

SEM Planning Framework

Sustainable Enrollment Outcomes

Tactics

Strategies

Enrollment Infrastructure

Strategic Enrollment Goals

Data Collection and Analysis

Key Enrollment Indicators

Institutional Strategic Plan

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

SEM Process Framework

Proces steps

1. Align institutional strategic plan with broad enrollment targets and desired mix of students
2. Data gathering and assessment
3. Useable results in evaluation
4. Develop action plan
5. Implement actions
6. Monitor progress, report results
7. Additional requests, clarifying questions
8. Changes to goals

Performed by:

- Executive Team
- SEM Steering Committee
- Green/Bontrager

SEM councils and staff committees
- Approve strategic plan
- Monitor progress, report results
- Align institutional strategic plan with desired future

Institutional Strategic Plan
SEM Organizational Framework

Executive Team
- Institutional strategic plans, approval and execution of strategic enrollment goals and initiatives

SEM Steering Committee
- Long-term enrollment goals, securing the approval of changes through appropriate institutional committees, communication with the Executive Team

Retention Council
- Develop 3-4 strategic initiatives for retention/graduation and evaluate, submit strategic initiatives for presentation, receive and report on strategic initiatives

Recruitment Council
- Develop 3-4 strategic initiatives for recruitment and evaluate, submit strategic initiatives for presentation, receive and report on strategic initiatives

3-4 Sub-Committees
- Develop and submit strategic initiatives for each strategic goal

Data Team
- Environment scanning, student enrollment behavior research, enrollment models, provide data to councils as needed

3-4 Sub-Committees
- Develop and submit strategic initiatives for each strategic goal

UM Flint’s Enrollment Environment

UM Flint Data Team

Enrollment Projection Models
Enrollment projection models

1. Built to test assumptions about changes in enrollment trends.

2. Based upon historical enrollment data and patterns.

3. Estimated new students for fall 2015 used across the models as a base level:
   - 675 FTIAC
   - 667 transfers
   - 675 “other” - DEEP, non-degree undergraduates
   - 400 domestic graduate students
   - 40 international FTIAC
   - 19 international transfers
   - 35 international “other”
   - 300 international graduate students

4. Assumptions drive models:
   - Choosing the best retention/progression rates are critical.
   - These assumptions rely upon informed choices by people who understand nuances within enrollment patterns at the University.

5. The data team spent extensive time reviewing the past enrollment patterns to develop a model that they believe best represents the enrollment patterns from fall 2008 – winter 2015.

Three models to consider

1. Status quo:
   - Requires extensive work to recruit students, just to stay even against declining demographic trends.
   - Assumes historical trends in retention continue but are stable across years.

2. How many new FTIAC’s does it take to make 10,000 students by 2020?

3. What happens if FTIAC retention improves to median Michigan public benchmarks?
   - Steady improvement from 71% to 76%.
Enrollment projection model 1 – status quo

Enrollment projection model 2 – enough FTIAC to reach 10,000

Enrollment projection model 3 – FTIAC retention to MI public median (76%)
UM Flint Student Enrollment Behaviors

Teresa Farnum & Associates, Inc.

Tom Green, AACRAO

UM Flint SEM Planning Workshop 3/2015

UM Flint Historical Retention Rates - FTIAC

Source: UM Flint Institutional Assessment, Fawn Skarsten

Roughly 40-50% of all freshmen are gone after two years

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Starting count</th>
<th>Retained to second fall</th>
<th>% retained</th>
<th>Retained to third fall</th>
<th>% retained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>697</td>
<td>642</td>
<td>71.6%</td>
<td>451</td>
<td>50.3%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>761</td>
<td>530</td>
<td>69.6%</td>
<td>414</td>
<td>54.4%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>667</td>
<td>448</td>
<td>67.2%</td>
<td>394</td>
<td>59.1%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>567</td>
<td>404</td>
<td>71.3%</td>
<td>337</td>
<td>59.4%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>533</td>
<td>418</td>
<td>78.4%</td>
<td>332</td>
<td>62.3%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>639</td>
<td>440</td>
<td>68.9%</td>
<td>??</td>
<td>??</td>
</tr>
</tbody>
</table>

Source: Historical UM Flint data, not tied to official IPEDS reports.
Retention by admission type - FTIAC

First Fall to Second Fall Retention by Admission Type

Retention by distance from UM Flint campus

Retention by ethnicity - FTIAC

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian Indian/Pacific Islander</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Retention by ethnicity - FTIAC

Fall to Fall Retention by Ethnicity

Retention by EFC

Where do students go when they leave?

1. National Student Clearinghouse provides data on students who attend other institutions who report enrollment through them:
   - This is their Student Tracker service.
   - Using this, we can see where students may enroll if they leave UM Flint.

2. Some students may not appear on the report:
   - It contains about 94% of all enrollment in the United States but not all.
   - Students who leave for military service or work will not appear.
   - Students who change names or have mismatched data.
   - Overall, it matches most students.
Top choices for next institution after UM Flint – all students

1. Mott Community College
2. Baker College – Flint
3. Oakland Community College
4. UM – Ann Arbor
5. Lansing Community College
6. Michigan State University
7. Central Michigan University
8. Oakland University
9. Davenport University
10. University of Phoenix
11. Delta College
12. Saginaw Valley State University
13. St. Clair Community College
14. Eastern Michigan

Top choices for next institution after UM Flint – 3.0 or higher earned GPA

1. Mott Community College
2. UM – Ann Arbor
3. Michigan State University
4. Baker College – Flint
5. Oakland University
6. Oakland Community College
7. Lansing Community College
8. Central Michigan University
9. Grand Valley State University
10. Ferris State University

FTIAC and Transfer retention compared

![FTIAC and Transfer retention chart]

Full-Time Transfers and Freshmen Fall to Fall Retention

- Transfers
- Freshmen
### Term to term retention - transfers

<table>
<thead>
<tr>
<th>Term to term</th>
<th>2000</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall to Winter</td>
<td>29.1%</td>
<td>26.0%</td>
<td>33.3%</td>
<td>33.0%</td>
<td>26.3%</td>
<td>27.5%</td>
<td></td>
</tr>
<tr>
<td>Fall to Spring</td>
<td>21.5%</td>
<td>16.3%</td>
<td>21.7%</td>
<td>21.0%</td>
<td>36.7%</td>
<td>18.1%</td>
<td></td>
</tr>
<tr>
<td>Fall to Fall</td>
<td>78.8%</td>
<td>79.8%</td>
<td>76.0%</td>
<td>75.7%</td>
<td>79.5%</td>
<td>79.8%</td>
<td></td>
</tr>
</tbody>
</table>

### Benchmarking FTIAC retention – Education Trust algorithm

| Institution | Benchmark | Retention Rate | Fall Term Freshmen Retained | Fall Term Freshmen Retained in Spring | Graduation Rate | Fall Term Freshmen | Graduation Rate | Fall Term Freshmen | Graduation Rate | Fall Term Freshmen | Graduation Rate | Fall Term Freshmen | Graduation Rate | Fall Term Freshmen | Graduation Rate | Fall Term Freshmen | Graduation Rate |
|-------------|-----------|----------------|----------------------------|--------------------------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|
| UM Flint     | 78.8%     | 76.0%          | 75.7%                      | 79.5%                                | 79.8%          | 78.8%             | 79.8%          | 76.0%             | 75.7%          | 79.5%             | 79.8%          | 78.8%             | 79.8%          | 76.0%             | 75.7%          | 79.5%             | 79.8%          |

Source: Education Trust, college results online, 3/2015

### Benchmarking FTIAC retention – MI publics

| Institution | Benchmark | Retention Rate | Fall Term Freshmen Retained | Graduation Rate | Fall Term Freshmen | Graduation Rate | Fall Term Freshmen | Graduation Rate | Fall Term Freshmen | Graduation Rate | Fall Term Freshmen | Graduation Rate | Fall Term Freshmen | Graduation Rate | Fall Term Freshmen | Graduation Rate |
|-------------|-----------|----------------|----------------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|----------------|-------------------|
| UM Flint    | 78.8%     | 76.0%          | 75.7%                      | 79.5%          | 79.8%             | 78.8%          | 79.8%             | 76.0%          | 75.7%             | 79.5%          | 79.8%             | 78.8%          | 79.8%             | 76.0%          | 75.7%             | 79.5%          |

Source: Education Trust, college results online, 3/2015
Student satisfaction

1. UM Flint administers the Noel-Levitz Student Satisfaction Inventory:
   - Measures the importance of issues to students.
   - Measures the level of satisfaction with those issues.
   - The "gap" between importance and performance implies areas where improvements can be made.
   - On standard questions, allows comparison of those issues against other institutions to "norm" the responses.

2. In most areas, UM Flint performs well:
   - Students are generally more satisfied with academics and services than students at other institutions.

3. The instrument allows for "local" questions that are not answered by students at other institutions.

4. Two local questions revealed areas where the gaps between importance (high) and performance (low) imply areas for improvement:
   - Classes I need to complete my degree program are available.
   - Course scheduling problems have interfered with my ability to complete degree requirements and graduate in a timely manner.

SEM Planning Team Roles
The role of the steering committee

1. Link SEM planning to institutional strategic planning.
2. Link SEM initiatives to institutional budget planning.
3. Assure that the planning process stays on schedule.
4. Receive, review and approve goals, strategies and tactical work plans from the recruitment and retention teams.
5. Assure communication across planning teams to avoid duplication of efforts and increase synergy from initiatives.
The role of the recruitment council

1. Recommend enrollment goals, strategies and tactical work plans to the Steering Committee for their consideration, feedback and approval.

2. Identify the three to four goals that provide the best possible chance of UM Flint enrolling its optimal mix of students:
   - Quantity.
   - Quality.
   - Diversity.
   - Program balance.

3. Create strategies and tactical work plans that support the enrollment goals and create accountability for implementation.

The role of the retention council

1. Recommend enrollment goals, strategies and tactical work plans to the Steering Committee for their consideration, feedback and approval.

2. Identify the three to four goals that provide the best possible chance that UM Flint will maximize student success:
   - Goals that impact the largest number of students.
   - Goals that have the greatest likelihood of improving student success.

3. Create strategies and tactical work plans that support the enrollment goals and create accountability for implementation.

The role of the data team

1. Provide the research to inform decision making in the enrollment planning process:
   - External environmental scanning.
   - Internal student behavior research.

2. Create enrollment models that estimate the impact of changes in recruitment and retention to achieve optimal enrollment levels.

3. Assure that goals, strategies and tactical work plans include measurable outcomes.

4. Assure that data reports exist to track and measure expected enrollment outcomes.
SEM Planning Time Line for UM Flint

1. September 2014:
   - SEM Readiness Evaluation
2. December 2014:
   - Discovery, data collection and environmental scan begin
3. January – February 2015:
   - Data collection, modeling and environmental scan developed
4. March 2015:
   - Retention data summit, SEM planning teams developed and charged
5. April 2015:
   - Additional reflection and discussion of data and information
   - SEM goals developed
6. May – June 2015:
   - SEM tactics and strategies development
7. July 2015:
   - SEM Plan finalized
8. August 2015:
   - SEM Plan presented to UM Flint community.
   - Implementation of plan commences.

Next steps

1. Review the slides from today and the Farnum retention report.
2. Be prepared at the April 21 meeting to discuss what the data and information may appear to imply for strategic enrollment goals.
3. Following the April 21 meeting, meet about every two weeks to complete the next phase of the planning process.
Q&A

Thank you!