SEM Institutional Self-Assessment
Facilitator’s Guide

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.
SEM Institutional Self-Assessment
Facilitator’s Guide

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).

Facilitator’s Role. The SEM Institutional Self-Assessment has been designed for collaborative learning by providing a guide or springboard for discussion. The items in the Self-Assessment are written broadly, which may be used as prompts for guided discussion. A facilitator can further guide the discussion by helping the participants to probe deeper. For example, the Self-Assessment asks if there is a SEM committee in place. The facilitator might help to probe deeper by asking campus-specific follow-up questions about the composition of the college’s SEM committee. This should be an exploratory process, and one that allows participants to begin to recognize strengths and connections, as well as gaps and opportunities.

The SEM Institutional Self-Assessment helps to uncover what is being done from a global perspective. The facilitator should ask additional questions that will get at why and how things are done in order to determine if the existing practices are of value. The example below provides a format you may use to probe for more depth of information:

Self-Assessment #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.

Probing Questions
1. What is the charge/purpose of the SEM group?
2. Who participates in the SEM group, and are all of the necessary constituent groups involved?
3. What kind of support does this group receive from college leadership?
4. What is the college doing to engage all relevant constituents in the SEM planning process?

Once participants have scored the items in a given section (either individually or as group), and have discussed the items in each section thoroughly as a group, the next step of the Self-Assessment is to identify strengths that may be leveraged and enhanced, as well as the opportunities for change or improvement and intersection points with other college or district efforts. The facilitator will guide participants to identify strengths by asking participants to describe the high impact practices related to the component or dimension being assessed, and will ask for evidence that the practices are effective. Similarly, the facilitator will guide participants to identify opportunities for change by asking participants to describe areas that need improving and to describe the current gaps as they see it. Finally, the facilitator may ask participants to consider ways in which to integrate SEM efforts with other key efforts at the college or district and statewide (e.g., Guided Pathways, Vision for Success, Student Centered Funding Formula and College Promise).
SEM Institutional Self-Assessment

Facilitator’s Guide

Probing Questions. Select from the following list of questions to help probe more deeply and guide the discussion through further exploration of the areas in the SEM Institutional Self-Assessment.

I. Leadership and Collaboration
   1. What is the charge/purpose of the SEM group/committee?
   2. Who participates in the SEM group, and are all of the necessary constituent groups involved?
   3. What kind of support does this group receive from college leadership?
   4. What is the college doing to engage all relevant constituents in the SEM planning process?
   5. How is the college’s enrollment management planning process integrated with the college’s goals, planning cycle and budget decision-making process, as well as the Chancellor’s Office Vision for Success goals?

II. Student-Centered Budget Model
   1. How does the SEM planning process fit into the college budget decision-making process?
   2. How is the Student Centered Funding Formula affecting budget decision-making processes and fiscal planning at the college or district?
   3. What and how are data used to make budgeting decisions?
   4. How do instruction and fiscal collaborate on budget decisions?
   5. How do the budget decisions support equitable access and student success?

III. Infrastructure (Policies, Technology, and Facilities)
   1. What type of room utilization software or systems are being used and how effective are they?
   2. How do the application and registration policies help and/or hinder enrollments?
   3. How do the enrollment and/or completion procedures help or hinder access and success?
   4. How does technology facilitate or hinder the enrollment process?
   5. What type of software or systems are being used for monitoring students’ progress in program pathways and how effective are they?

IV. Mission Driven
   1. Where can the college link SEM goals and strategies to the college mission and goals?
   2. Where can the college link SEM goals to the Chancellor’s office Vision for Success goals?

V. Data-Informed
   1. What data are used to track and measure enrollment productivity and efficiency?
   2. Who or which groups are actively using productivity and efficiency data for scheduling, and which other groups or individuals are not, but should be using these data?
   3. Which key performance indicators and measures are being used to track and measure student progress and success through their program pathways?
   4. Who or which groups are actively using performance data for improving programs and services, and which other groups or individuals are not, but should be using these data?

VI. Targeted Enrollment Goals
   1. How are overall enrollment/FTES goals established and at what level (by the college, or by the division)?
   2. Which student groups have, or should have targeted enrollment goals and why?
   3. How are targeted enrollment groups defined, and who helps to define these groups?
SEM Institutional Self-Assessment
Facilitator’s Guide

VII. Equity-Focused
1. What are some of the strategies being used or planned to help close the equity gaps?
2. Where are the current equity gaps in access and success?
3. What data are being used to track and measure equity gaps?

VIII. Scheduling & Program Pathways
1. How is the college implementing or planning for guided pathways?
2. How well does the schedule of classes accommodate student access and completion for both full-time and part-time students, on-campus and online students, college-ready and basic skills students, degree/certificate/transfer and non-credit students?
3. Which changes or improvements have been or will be made to the scheduling process?
4. What conversations have taking place regarding how Guided Pathways will change or affect the class schedule development process?
5. How is the schedule responsive to targeted enrollment groups?
6. What data are used to evaluate the effectiveness (e.g., efficiency, productivity and success) of the schedule?
7. How is your college actively coordinating the principles of Guided Pathways and SEM to clarify course sequences for programs of study that result in predictable student schedules?

IX. Retention & Persistence
1. Which high impact retention and persistence strategies and practices is the college using and how are these measured?
2. Which retention and persistence strategies and practices that the college employs are specific to the targeted student groups and promote equity?

X. Student Support & Services
1. How are support services promoting student access and success (e.g., specific strategies and practices) for all students and for targeted student groups?
2. How are instructors and instructional deans and support staff and administrators engaging in discussions about student needs and how are they collaborating on practices?
3. How are career assessment and career guidance being addressed as part of the college’s implementation of Guided Pathways?
4. What can your institution do right now in collaboration with instruction and student services to enhance the onboarding process to help students feel engaged and connected?
5. How can student services data inform instruction for GP work and SEM targeted enrollment goals?

XI. Marketing & Communications
1. Which high impact marketing strategies are used to promote a positive image to the community?
2. How are marketing and communication strategies integrated into the SEM planning efforts?
3. Which high impact communication strategies are used to promote enrollment and success?
4. How can my college communicate meta-majors, degree and certificate programs, and transfer pathways more effectively?
XII. Outreach & SSPE
   1. How do the recruitment efforts at the college support the on-boarding process?
   2. How often, and what is the process for reviewing admissions policies and practices through process mapping or other strategic methods at the college?
   3. How confident are faculty in the placement protocols and how often are these protocols reviewed?

XIII. Success & Completion
   1. Which high impact success and completion strategies and practices is the college using and how are these measured?
   2. Which success and completion strategies and practices are specific to the targeted student groups?
   3. How are student pathways measured, and who uses this information?