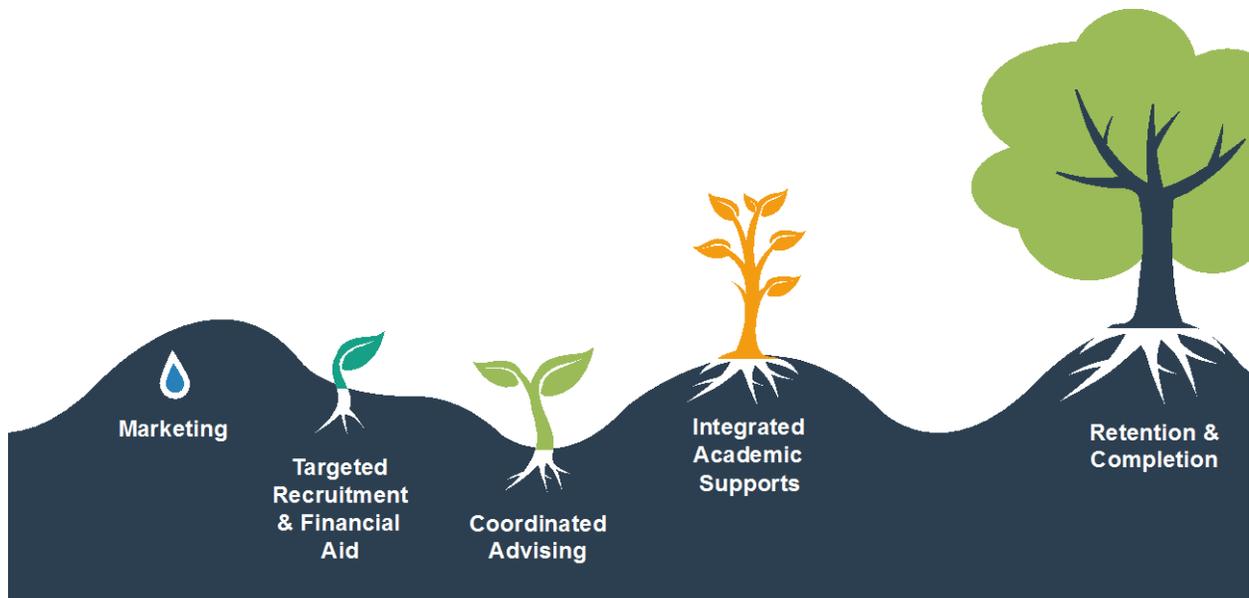


# SEM Executive Report

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# Strategic Enrolment Management

In the Fall of 2014, a request for proposal was sent out to review Capilano's current Strategic Enrolment Management systems and to propose areas where Capilano could improve. SEM Works was contracted and visited Capilano University from February 2-6, 2015. The consultant reviewed data, the website, the academic and strategic plans prior to his visit and then spent three days meeting with various groups of faculty, staff, students, and administrators. A first review was presented on February 6 to the administrators involved in the areas and a final report was sent February 28, 2015 and distributed to the areas involved.

## Executive Summary

The executive summary presented here provides a **high-level overview of the strategies** recommended in the report. In addition, the consultant has estimated the **potential impact** of each strategy on student enrolment and retention outcomes along with the **resource implications** (time, money, etc.).

## Introduction

In February 2015, Capilano University (Cap) initiated a review of current enrolment processes and strategies, including all aspects of student contact, with a view to improving enrolment efforts and related outcomes as well as aligning with the University's strategic and academic plans. SEM Works, an international leader in higher education enrolment management consulting, was engaged to conduct the review and make corresponding recommendations.

SEM Works' consultant, Dr. Jim Black, began the review prior to a site visit with materials and data supplied by Cap. This pre-visit situational analysis had dual purposes: (1) to develop an understanding of the institution's enrolment context, and (2) to form and hone questions to be pursued during the site visit.

The onsite review was conducted over three days (February 2-4, 2015) and included interviews with more than fifty stakeholders (administrators, faculty, and staff) and three different student focus groups. Stemming from these interviews and focus groups as well as the aforementioned pre-visit situational analysis were observations and recommendations congruent with the University's strategic and

academic plans.

In total, seven strategic opportunity areas, aligned with the 2015-2018 Strategic Plan, were evaluated and represent the core of this report:

- A. Marketing
- B. Targeted Recruitment
- C. Financial Aid
- D. Coordinated Advising
- E. Integrated Academic Supports
- F. Retention and Completion
- G. Strategic Intelligence

## Strategies, Impact, and Implications

The following tables represent a distillation of the report produced by SEMWorks for Capilano University.

<b>Strategic Points of Leverage and Associated Strategies</b>	<b>Potential Impact</b>	<b>Resource Implications</b>
<b>Defining Student Success</b>		
<ol style="list-style-type: none"><li>1. Define student success at Cap using three streams: academic success, personal success, and career success.</li><li>2. Identify student goals, institutional goals, learner outcomes, and success metrics associated with each success stream.</li><li>3. Analyze student success metric data with a view to identifying gaps and opportunities to improve results at each stage of the student lifecycle.</li></ol>	<ol style="list-style-type: none"><li>1. Low</li><li>2. Low</li><li>3. High</li></ol>	<ol style="list-style-type: none"><li>1. Low</li><li>2. Low</li><li>3. TBD</li></ol>

<b>Marketing</b>		
<ol style="list-style-type: none"> <li>1. Develop a brand platform and related positioning around four institutional strengths: program pathways, experiential learning, a common Cap experience, and industry connections.</li> <li>2. Enhance the University’s website focusing on six fundamental elements: a compelling value proposition, key selling points, audience relevance, audience engagement, calls to action, and visual impact.</li> <li>3. Engage in strategic program marketing by investing in marketing new programs and existing programs with the highest enrolment potential.</li> </ol>	<ol style="list-style-type: none"> <li>1. High</li> <li>2. High</li> <li>3. Medium</li> </ol>	<ol style="list-style-type: none"> <li>1. Medium</li> <li>2. High</li> <li>3. Medium</li> </ol>
<b>Targeted Recruitment</b>		
<ol style="list-style-type: none"> <li>1. Prioritize recruitment efforts related to high school outreach, prospective student communications and interactions, and international student recruitment by country or region.</li> <li>2. Identify high priority student segments for targeted communications that resonates with the audience and compels them to act.</li> <li>3. Engage in frequent communications with prospective students through multiple channels balancing four types of messaging: process-oriented, marketing-oriented, relationship-oriented, and success-oriented.</li> <li>4. Create an international funding model to support growth of international student enrolment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Medium</li> <li>2. Medium</li> <li>3. High</li> <li>4. Medium</li> </ol>	<ol style="list-style-type: none"> <li>1. Low</li> <li>2. Low</li> <li>3. High</li> <li>4. Medium</li> </ol>

<b>Financial Aid</b>		
<ol style="list-style-type: none"> <li>1. Increase the number and amount of entrance awards.</li> <li>2. Award entrance and in course scholarships early enough to impact student enrolment decisions.</li> <li>3. Cease the practice of having high school personnel nominate the recipients of the Cap Achievement scholarships.</li> <li>4. Consider creating targeted scholarships for transfers and mature learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Medium</li> <li>2. Medium</li> <li>3. Medium</li> <li>4. Low</li> </ol>	<ol style="list-style-type: none"> <li>1. Medium to High</li> <li>2. Low</li> <li>3. Low</li> <li>4. Low</li> </ol>
<b>Coordinated Advising</b>		
<ol style="list-style-type: none"> <li>1. Form an Advising Committee, convened by the VP Academic, and populated by student services personnel from across service areas. The committee would be charged with developing an advising philosophy and standards, coordinating and improving advising practices, guiding the implementation of a holistic advising model, researching and promoting advising best practices, and designing and overseeing the implementation of ongoing advisor professional development.</li> <li>2. Develop a holistic advising model that supports student success at each stage of the student lifecycle and includes five stages: admission to orientation, educational planning, an introduction to advising technology tools, the monitoring of educational plan milestones, and graduation and transition planning.</li> </ol>	<ol style="list-style-type: none"> <li>1. High</li> <li>2. High</li> </ol>	<ol style="list-style-type: none"> <li>1. Low</li> <li>2. TBD</li> </ol>

<p align="center"><b>Integrated Academic Supports</b></p>		
<ol style="list-style-type: none"> <li>1. Implement an integrated academic support framework designed to ensure the conditions for student success are in place, early and protracted interventions are orchestrated across functions, and support strategies are customized to address individual student needs holistically.</li> <li>2. Create a cross-functional Academic Support Team to oversee and coordinate the development and implementation of an integrated support framework and engage holistically in prevention, early intervention, and recovery support strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1. High</li> <li>2. High</li> </ol>	<ol style="list-style-type: none"> <li>1. Medium</li> <li>2. Medium</li> </ol>
<p align="center"><b>Retention and Completion</b></p>		
<ol style="list-style-type: none"> <li>1. Develop a student retention plan serving as a means to create a sustainable, focused common purpose around student success.</li> <li>2. Leverage retention analysis as the foundation for planning, implementation, and impact/ROI evaluation.</li> <li>3. Prevent attrition from occurring through transition programming and proactive communications.</li> <li>4. Engage in early intervention using an early alert system.</li> <li>5. Support student academic recovery by emulating best practices at other Canadian universities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Medium</li> <li>2. Medium</li> <li>3. High</li> <li>4. High</li> <li>5. Medium</li> </ol>	<ol style="list-style-type: none"> <li>1. Medium</li> <li>2. Medium</li> <li>3. Low</li> <li>4. Medium to High</li> <li>5. Low</li> </ol>

Strategic Intelligence		
1. Build the capacity to design and implement an enrolment research and data analysis blueprint. 2. Identify research and data principles and practices to support decision-making and resource allocations.	1. Medium 2. High	1. Medium to High 2. Low

While all of the approved strategies will aid in building capacity in Capilano University’s SEM efforts, several are foundational building blocks to success, and consequently must precede innovation and enhancement strategies. Therefore, the consultation recommends that the implementation of the strategies should be **staged over a three-year period.**

## Conclusion

Going forward, Cap’s ability to achieve the enrolment/retention goals and effectively execute strategies presented herein will be largely determined by:

- ❖ Internal and external environmental factors—some which can be controlled or at least influenced by the University, and some not.
- ❖ The effectiveness of strategies and programs aligned with enrolment and retention goals.
- ❖ Cap’s focus on things that matter most in terms of goal achievement and the institutional will to act—purging or morphing ineffective strategies and programs, adapting where necessary to align with emerging market demand and conditions, and supporting new initiatives properly to ensure success.
- ❖ The diligence with which the University pursues enrolment and retention goals, strategies, and program innovations over time—using established metrics to assess return on investment (ROI) and continuously improve related efforts.
- ❖ The degree to which the University effectively addresses the needs of identified target populations.

SEM is largely about changing the campus culture to adopt a heightened marketing, recruitment, retention, service orientation, and academic program relevance—at both the tactical and strategic levels. The process of enrolment management can be

revolutionary in terms of positioning Capilano University for continued enrolment success. Like any report, this document is valuable only if it issued as a roadmap for daily operations. It must be a dynamic, organic document that informs decisions, guides priorities, challenges assumptions, and validates action.

While the strategies in this report should be modified based on changing conditions and new opportunities, in general, the focus must be on staying the course. This is a journey, not a quick fix or a solution for some immediate crisis facing the University. The report is intended to be strategic in nature—meaning long-term, systemic, and comprehensive, as well as the university's own enrolment ambitions and organizational constraints. To successfully execute the strategies in this report, the antecedents for success described in this document must be in place, as well as broad buy-in from the University community.