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## SEM Self-Assessment: Non-Direct Entrants

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*The following self-assessment instrument is intended to be a tool for reflecting on your institution's relative evolutionary stage in strategic enrolment management (SEM). Ideally, the instrument will help you identify strengths and weaknesses in your current approach to SEM for non-direct entrants and thereby suggest some strategic directions for your college. This assessment tool should not be a substitute for a data-driven or process-focused analysis of your SEM efforts.*

*Using a scale from 1 to 5, assess each statement as it relates to your institution.*

*1= poor or nonexistent*

*2 = functional but needs significant improvement*

*3 = average in relation to professional practices in SEM*

*4 = above average and meets current institutional needs*

*5 = a professional model or best practice*

### SEM as a System

- \_\_\_ 1. A commonly shared institutional vision or strategic direction for the enrolment, service delivery, and education of adult learners.
- \_\_\_ 2. Goals and objectives that are designed to move the institution towards the realization of a SEM vision, particularly as they relate to non-direct entrant enrolment targets (e.g., by degree, certificate, diploma; by credit and non-credit; by full-time vs. part-time; by program).
- \_\_\_ 3. A core set of values that everyone at the institution embraces specific to providing learning experiences and services to meet the needs of adult learners.
- \_\_\_ 4. A written implementation plan for the recruitment and retention of non-direct entrants.
- \_\_\_ 5. Accountability measures and sufficient quality control to ensure successful implementation of the aforementioned plan.
- \_\_\_ 6. Effectiveness measures or key performance indicators (KPIs) that are used to gauge the success of enrolment initiatives targeted at non-direct entrants.
- \_\_\_ 7. A systematic, data-driven method of continuously improving enrolment activities targeted at non-direct entrants.
- \_\_\_ 8. Adequate resources for the implementation of non-direct entrant student enrolment initiatives at a high level of quality.

- \_\_\_ 9. A formal or informal structure that facilitates effective communications, planning, decision-making, workflow, student services, use of technology, and utilization of resources.
- \_\_\_ 10. A student information system that provides quality service to non-direct entrant students, timely information to those who are serving these students, a streamlined workflow for users, and strategic information to decision-makers.
- \_\_\_ 11. A work environment that allows staff to perform at an optimal level (e.g., adequate and comfortable work space, safe surroundings, equipment required to complete assigned tasks effectively).
- \_\_\_ 12. A comprehensive, systematic approach to training and staff development regarding the unique attributes and needs of adult learners.
- \_\_\_ 13. Support of SEM efforts targeted at non-direct entrants by key decision-makers on campus.

#### Academic Program Innovation

- \_\_\_ 14. The program mix meets the needs and learning preferences of adult students, industry, and the community.
- \_\_\_ 15. Decisions to add, revamp, or eliminate academic programs are driven by market demand along with other factors such as costs and existing faculty expertise.
- \_\_\_ 16. The institution has the capacity as well as the ability to meet adult student demand for courses (e.g., number of sections and seats, physical space, adequate number of faculty, faculty with related expertise, qualified faculty available to teach).
- \_\_\_ 17. Courses are delivered to adult students in a mode that recognizes individual learning styles, provides active learning experiences, and promotes interaction with faculty.
- \_\_\_ 18. Courses are offered at times and places that are convenient to adult learners.
- \_\_\_ 19. The timetable provides maximum flexibility for nontraditional students to complete course work at a pace that fits their lifestyle and educational goals.

## Marketing

- \_\_\_ 20. Marketing activities have written objectives and specific “calls to action” for non-direct entrants.
- \_\_\_ 21. Consistent and distinctive marketing messages (e.g., narrative, testimonials, third party validation, and success stories) and look (e.g., design and photography) that align with the non-direct entrant audience.
- \_\_\_ 22. Frequent and systematic advertising is targeted at the adult learner audience.
- \_\_\_ 23. A focus on adult student benefits and outcomes, not facts.
- \_\_\_ 24. An appropriate marketing mix for the adult students you are attempting to reach.
- \_\_\_ 25. Regular assessment of the effectiveness of your marketing efforts.

## Recruitment

- \_\_\_ 26. The search for potential non-direct entrant prospects is based on historical data, market potential, and outreach to appropriate industries and agencies.
- \_\_\_ 27. Responses to inquiries are immediate.
- \_\_\_ 28. Contacts with prospective adult students are designed to move students through the enrolment funnel (inquiry, applicant, admit, enrolled).
- \_\_\_ 29. Contacts to potential adult learners are coordinated college-wide to ensure appropriate timing, sequencing, message, and quality.
- \_\_\_ 30. Scholarship awards are competitive and timely.
- \_\_\_ 31. The enrolment process is intuitive and simple to complete.
- \_\_\_ 32. Relationships are built between prospective adult students and others at your institution.
- \_\_\_ 33. The effectiveness of recruitment activities is evaluated regularly.

## Retention

- \_\_\_ 34. The conditions for student success have been identified and are in place at the institution.
- \_\_\_ 35. The expectations created during the recruitment process match the reality adult students find when enrolled.
- \_\_\_ 36. The orientation process prepares students for the transition into or return to college.
- \_\_\_ 37. Proactive efforts are made to integrate adult students socially and academically.
- \_\_\_ 38. The college provides accurate advising along with meaningful mentoring.
- \_\_\_ 39. Students are provided with an academic plan and services to aid in the exploration of academic, career, and life goals.
- \_\_\_ 40. At risk students are identified and individualized success strategies are provided for these students.
- \_\_\_ 41. Early intervention support services that assist adult students experiencing academic or social difficulties are available and are used sufficiently.
- \_\_\_ 42. The college uses retention and academic performance data to align interventions at critical points during a semester.
- \_\_\_ 43. The college works diligently to remove institutional barriers.
- \_\_\_ 44. Policies and procedures are student-centered and take into account the maturity and life experiences of adult learners.

## Service Delivery

- \_\_\_ 45. Critical processes have been engineered from the perspective of the end user—non-direct entrants.
- \_\_\_ 46. Adult learner services are available at times and in forms that meet the diverse needs and preferences of this population.
- \_\_\_ 47. Technology is used to provide adult students with access to information, business transactions, and academic support asynchronously.

- \_\_\_ 48. Information provided by college personnel and through vehicles such as printed publications and the Web site is accurate and consistent.
- \_\_\_ 49. Policies and procedures are clearly defined, easily accessible, and consistently administered college-wide.
- \_\_\_ 50. Service providers understand and respond to the needs of adult learners.

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