

Strategic Enrollment Management

What is SEM?

Strategic Enrollment Management (SEM) focuses on what is best for students and how to ensure their success through strategic course offerings and student support services. It is an evidence-based systematic approach to scheduling courses and supporting students in achieving their educational goals in a timely manner.

Scheduling Guiding Principles

- Consider student needs first
- Use student demand information and availability
- Use data to inform the development of the schedule: use course cancellation history, average enrollments, efficiency data, course success research (e.g.: short-term classes)
- Commit to scheduling within time blocks
- Consider special groups with specific scheduling needs (e.g.: veterans, etc.)
- Create a balance of face-to-face and online options
- Reduce redundancy of general education classes at the same times and days
- Schedule classes that are aligned with the Career and Academic Pathways (2 year – 3 year plan. Schedule registration guarantee a.m., midday, p.m., online.)
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- Schedules according to programs: balancing math and English, for example.
 - Fast-track math classes are really challenging to offer with fast-track English
- Reducing conflict of GE classes being offered
 - Explore how to offer Co-Req and SI without impacting other schedule options
- Creating pathways for dual-enrollment students and reaching out to underrepresented students
 - Heart Academy – Lory Green goes down to HS to visit students interested in the medical field.
- Create learning communities and cohorts of students: Punte, Umoja, Promise/ FYE.
- Afternoon, evening, and weekend sections
- Student availability
- Increase services in the evening, for example Café
- Follow course rotation plan Matrix (scheduling)
- Late start (Math 110 & Eng 102) Fall/Spring for transfer and graduation (last 8 weeks of semester)
- Tie student services to course scheduling
- Embedded/SI offering with sections
- Use Ed Plan data for schedule
- Consider transfer requirements
- Something about calendar and CCAP (dual enrollment) (making sure course alignment with spring break)
- Viewing the schedule as a year? (this sounds like we are treating each semester individually but we plan them together)
- Something about faculty input in conjunction with data (like moving calc II to an early end course or running 102/103 stacked)

- Something about viewing the college as a whole (if we offer classes at the same time as SEA or FSEA who is not teaching it?)

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