



Walking the Walk: Using Data to Drive SEM

SEM Summit 2017

Ottawa

April 23 - 25, 2017

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Purpose of the Session

- ▶ To engage in critical reflection on the use of data to support SEM in higher education
 - ▶ Are we collecting, analyzing, and using the right data in SEM planning?
 - ▶ How successful and useful have our analytics been?
 - ▶ To what extent are our institutions adopting data-driven SEM?
 - ▶ What challenges are we experiencing in collecting, analyzing and using the right data?
 - ▶ What steps can we take to improve data-driven SEM?

Strategic Enrolment Management

- ▶ SEM is a comprehensive process designed to help an institution *achieve and maintain optimum enrolment*, where optimum is defined within the academic context of the institution.

Michael Dolence (1993)

- ▶ Strategic enrolment management is a concept and process that *enables the fulfillment of institutional mission and students' educational goals*.

Bob Bontrager (2004)

SEM-related Analyses

- ▶ Enrolment
 - ▶ Admissions and Recruitment
 - ▶ Marketing
 - ▶ Access (e.g., priority groups, underserved populations)
 - ▶ Competitive analyses (college and university)
 - ▶ Enrolment modeling and prediction
 - ▶ Recruitment and “Re-retention”
 - ▶ Pathways and transitions
 - ▶ Retention
 - ▶ Course/grade analyses
- ▶ Student Educational Goals
 - ▶ Student engagement and satisfaction
 - ▶ Financial aid

DISCUSSION: How has data improved our ability for strategic enrolment management?

- ▶ What have been our key successes in the use of data to support SEM?
- ▶ How have predictive models influenced our approach enrolment planning?
- ▶ How have retention analyses helped us to better support students?
- ▶ How have data helped us to better leverage financial aid?

How has data improved our ability for SEM?

- ▶ Necessary to develop strategy and establish clear enrolment goals
- ▶ Understand student access to and transition through PSE
- ▶ Enable effective financial planning
- ▶ Allow for the evaluation of activities (e.g., retention strategies)
- ▶ Support planning and resource allocation (e.g., student services, programs)
- ▶ Improves communications between various divisions and departments across the institution (e.g., clarity of goals, definitions of data)

DISCUSSION: What challenges are we facing in the use of data to support SEM?

- ▶ Do we have adequate data for SEM?
- ▶ Do we have the necessary skills and tools to effectively use our data?
- ▶ Are we making good use of the data?
- ▶ Are there privacy concerns with collecting student data?
- ▶ Do there ethical concerns about the data we are collecting or the analyses we are conducting?

Challenges

- ▶ Continued reliance on hunches and intuition
- ▶ Not enough data/too much data/not the right data
- ▶ Adequate time to review data/conduct analyses
- ▶ People with the needed skills
- ▶ SEM goals/activities/approaches that do not clearly align with institutional strategy
- ▶ Concerns about privacy associated with collecting personal information and using it for student intervention
- ▶ Concerns about ethical implications of using data analytics and predictive modelling (e.g., race and ethnicity)
- ▶ Institutional data governance issues leading to problems associated with data quality, integrity or integration
- ▶ Engagement of students in surveys to enhance data

How can we improve data-driven SEM?

Improving data-driven SEM

- ▶ Build processes that engage administrators, faculty and staff in the use of data
- ▶ Broaden access to data
- ▶ Collaborate with our colleagues (share methodologies, tools, insights)
- ▶ Establish good data governance

Final Thoughts?

