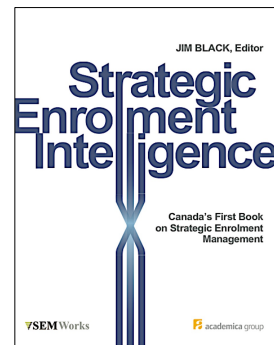


SEM IN CANADA: INNOVATIONS, COMMON MYTHS, AND LESSONS LEARNED

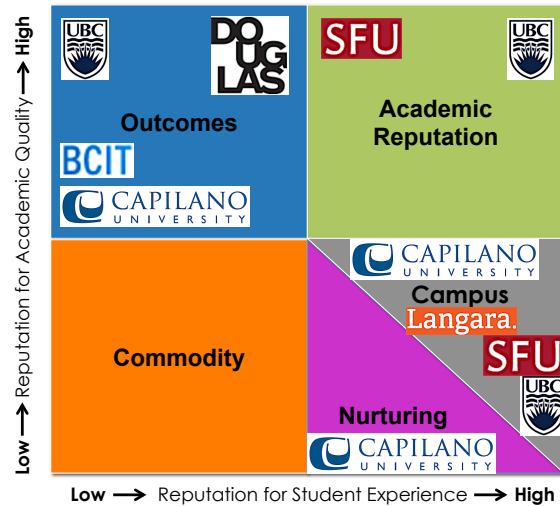
Presented by Dr. Jim Black
SEM Works, President & CEO



INNOVATIONS

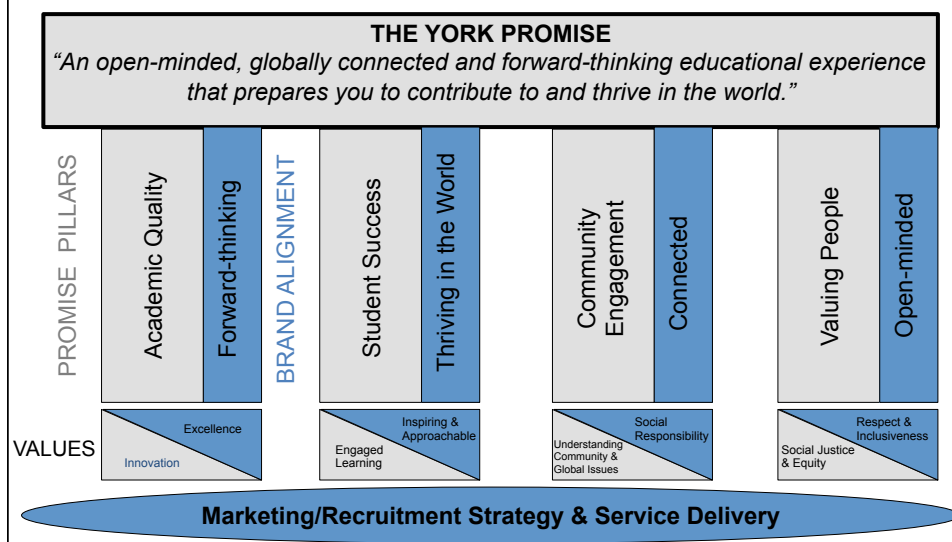
SEM in Canada

Marketing: Institutional Positioning

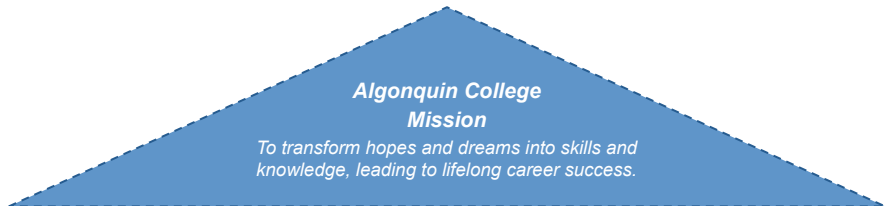


Source: Adapted from
Academica Group, 2014

Marketing: The York Promise



Marketing: Algonquin Brand Promise



Values:

1. *Caring*
2. *Learning*
3. *Integrity*
4. *Respect*

Value Statements:

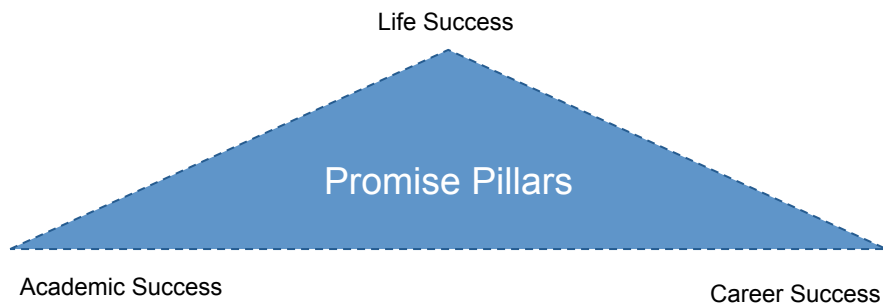
1. *We have a sincere and compassionate interest in the well-being of the individual.*
2. *We believe in the pursuit of knowledge, personal growth and development.*
3. *We believe in trust, honesty and fairness in all relationships and transactions.*
4. *We value the dignity and uniqueness of the individual. We value equity and diversity in our community.*

Promise Goal: *A recognized standard for educational and service excellence, leading to lifelong career success*

Brand Promise Options:

- | | | |
|---|--|--------------------------------|
| 1. <i>Transforming Hopes and Dreams</i> | 2. <i>Unlocking Potential</i> | 3. <i>Unleashing Potential</i> |
| 4. <i>Impacting Potential</i> | 5. <i>Producing Career-Ready Graduates</i> | 6. <i>Powering Futures</i> |

Marketing: Promise Pillars



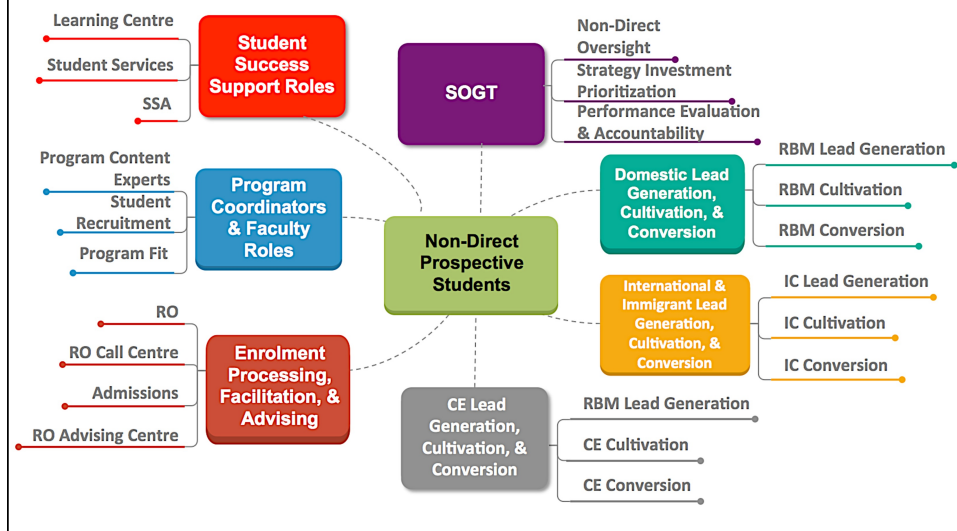
Promise Pillar Outcomes:

- | | | |
|--|---|--|
| 1. <i>Life Success: Engaged Citizens</i> | 2. <i>Academic Success: Lifelong Learners</i> | 3. <i>Career Success: Employed, Productive Workers</i> |
|--|---|--|

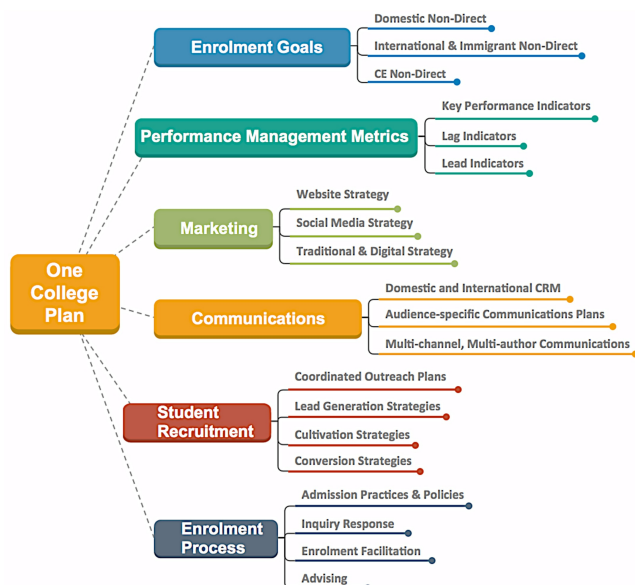
Marketing: Promise Pillar Elements

Promise Pillars	Promise Pillar Outcomes	Effectiveness Metrics	Selling Points	Proof Points
Life Success	Engaged Citizens	Participation in community service, service learning, community leadership	Citizenship opportunities: national government centre	
Academic Success	Lifelong Learners	Completion of courses and credentials	Flexible learning options, student-centred education	
Career Success	Employed, Productive Workers	Participation in Work Integrated Learning, employment rates, employer surveys	Hands-on learning, digital leader, practical job skill development, networking opportunities	

Student Recruitment: Integration



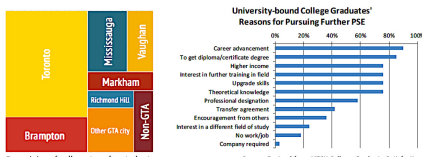
Student Recruitment: Planning



Student Recruitment: Personas

College Transfer Segment

93.5% of college transfer students entering York are from the Greater Toronto Area; 44.1% are from the City of Toronto.

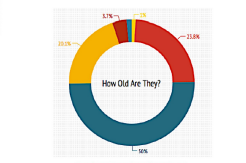


Top origins of college transfer students



Top 10 York Transfer-In Programs

Admin Studies	11.5%
Sociology	9.7%
Psychology	8.5%
Economics	5.0%
Law & Society	3.8%
Children's Studies	3.7%
Criminology	3.4%
Business & Society	3.1%
Social Work	2.8%
Human Resource Management	2.8%



POTENTIAL NEEDS

- Advise on how to manage school-work-life balance
- Academic support to help re-integrate into post-secondary and to bridge from college experience
- Opportunities within the classroom to connect with other students
- Help to navigate the transfer process



Redefining Rahni

GOALS

- To finish what she started and feel a sense of accomplishment
- To bring her academic interests into sharper focus and establish a new 'plan' for her future
- Rahni was caught off-guard by her experience at Queen's. She wants to reset her self-identity as a capable university student.

REASONS FOR CHOOSING YORK

- Going to Queen's was financially costly and Rahni and her parents are less willing to accept financial risk this time around
- Attending a GIA university while living at home seems prudent

OUTLOOK ON ENTERING YORK

- Tentative, 'wait-and-see' attitude towards orientation and first weeks in the classroom
- Assumptions about York are rooted in her previous academic experiences at Queen's and what she has heard from friends about York
- Conflicted about whether she 'belongs' at York

EXPECTATIONS OF YORK

- To be able to explore and identify her 'true' academic interests at York
- To get more transfer credits from York than she would at other GIA universities, so that her time at Queen's isn't a total loss

"I always thought I was just going to succeed at university—no question about it. But now, I still think I can do it... but it's gotta be the right program... I hope things work out this time."

BEHAVIOURS

- So much depends on how Rahni deals with the 'baggage' she carries due to her previous experiences at Queen's
- She may keep herself disconnected from York communities, protecting herself from 'getting burned', or she may embrace York as a fresh start and actively seek out new experiences and supports

POTENTIAL CHALLENGES

- Amount of choice in subjects and courses makes it difficult for Rahni to formulate a new 'plan'
- Creating a fresh start for herself is hard work; old habits and assumptions die hard
- Not exactly sure what her peers expect from her academically; things seem familiar, yet different

Rahni represents the student for whom a successful transition to York involves a significant amount of self-identity work. Previous academic experiences and performance is one area over which self-identity work may be necessary others include social and cultural dissonances between university and non-university life and personal dispositions (e.g. a sense of agency and willingness to advocate for oneself).



Student Recruitment: CRM

Algonquin College

Georgian College



University of Ottawa

Quick Picks

About U of O | Prospective Students | Students | Services | Academics | Research | News & Events | Alumni & Friends

Faculties
Select from the list...

Departments
Select from the list...

News from Canada's university

Large study links folic acid supplementation with reduced risk of preeclampsia during pregnancy

Students and professors at uOttawa take a walk on the "bald" side!

Professor Michael Geist: Fair Copyright for Canada Facebook Group

Create your personalized Viewbook! »

Information for Students

- Make-up exam schedule
- Second annual MBNA Capital Hoops Classic: Tickets on sale now!
- Proudly display your diploma.

Research and Innovation

- University of Ottawa researcher awarded one million dollars to study historical amnesia and black Canadian settlements.
- Four new Canada Research Chairs named at the

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Contact Information

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Phone: 613-562-5700

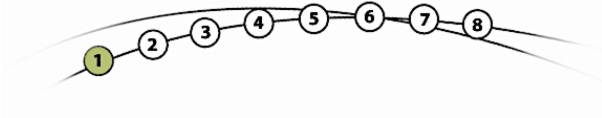
uOttawa University of Ottawa • Canada's university

About U of O Prospective Students Students Services Academics Research News & Events Alumni & Friends

Personalized Viewbook Order Form


PRINT EMAIL FONT RESIZE

Quick Picks




Want more in depth information on studies and student life at the University of Ottawa? Simply complete this form to order your own personalized viewbook! We will send you a publication created on demand that will be filled with information that is personalized to you!

Step 1: I am...



A Canadian high school, college or cegep student?

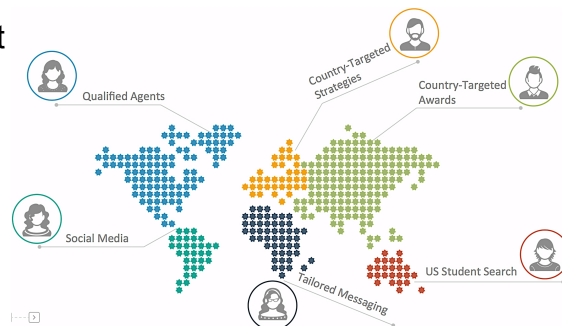


An international applicant?

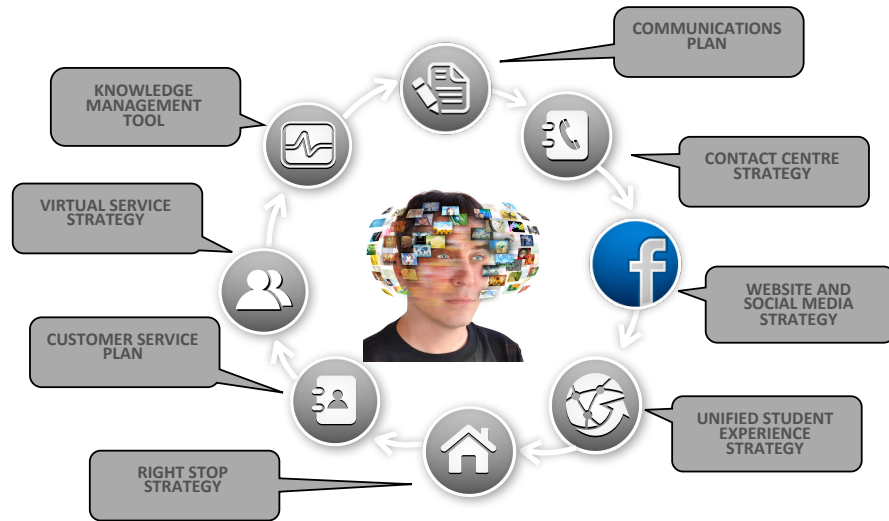
Please note that this form has been optimized for specific browsers ([click here](#) to view the list).

Student Recruitment

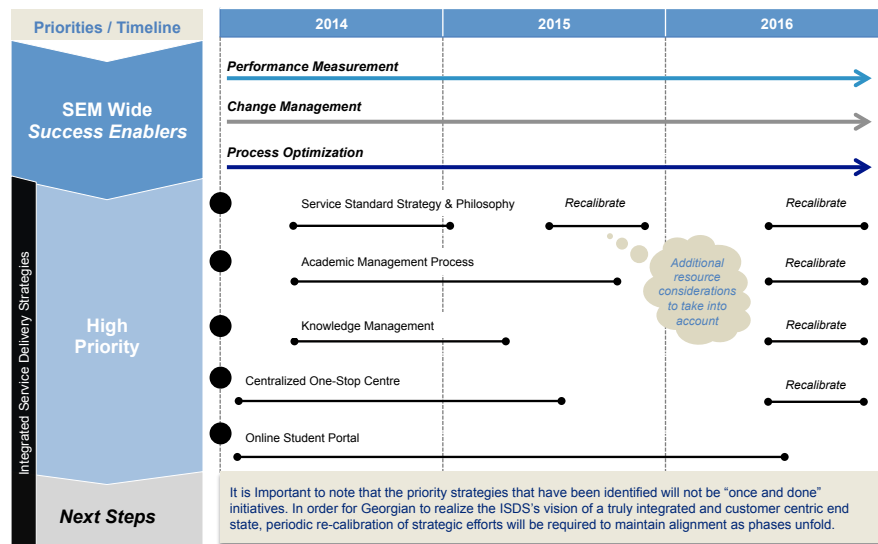
- ❖ McGill and UBC's use of predictive data analytics
- ❖ McGill's extensive alumni network
- ❖ UVic academic webinars
- ❖ Medicine Hat student for a day
- ❖ Cambrian visit area
- ❖ Aboriginal recruitment



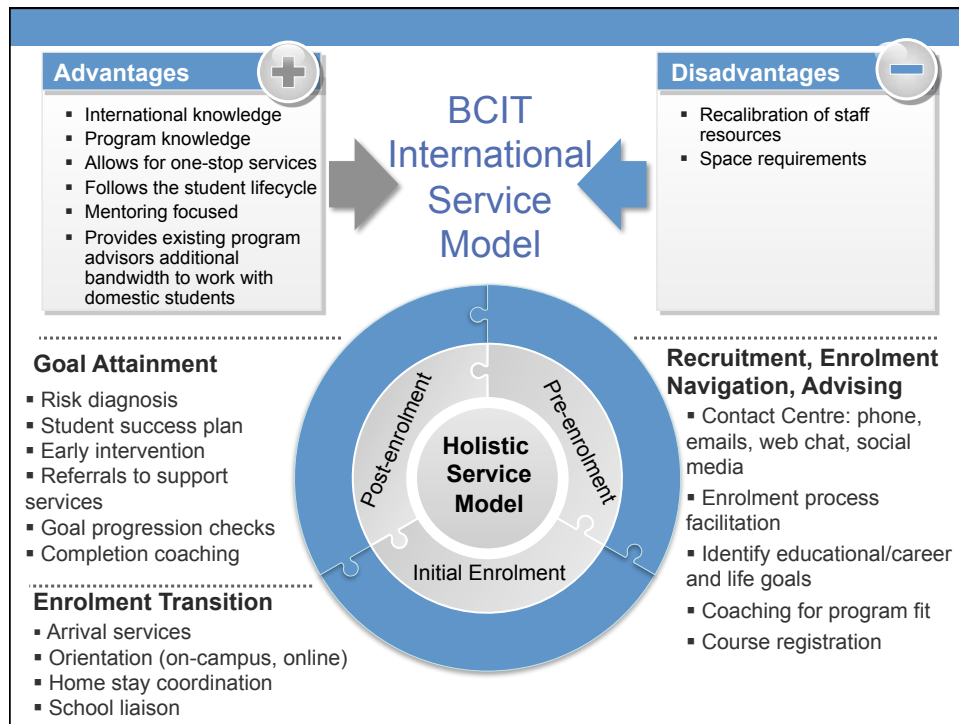
Student Services



Integrated Service Delivery Strategy Implementation Roadmap – Summary Snapshot (timeframes)



Integrated Service Delivery Team - Strategy & Implementation Roadmap produced by Deloitte



Student Services

- ❖ Centennial service hub
- ❖ BCIT kiosks
- ❖ Wilfrid Laurier service centre video cameras
- ❖ UBC case management model

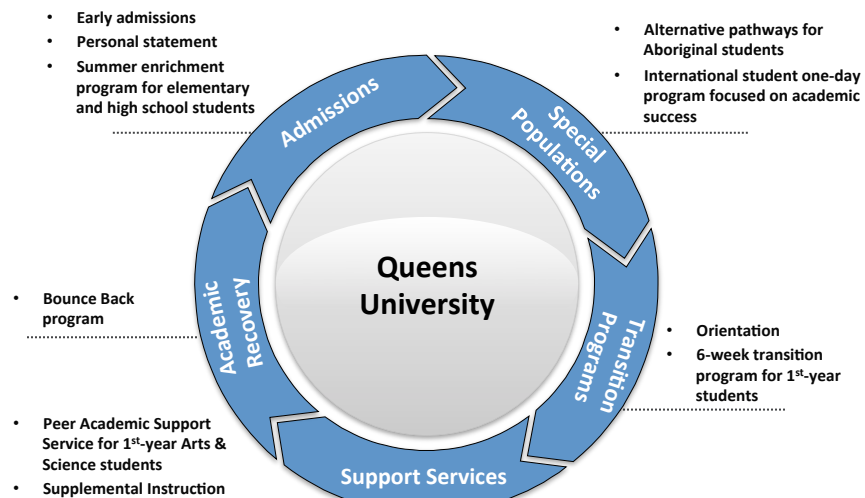


Student Retention Practices Framework

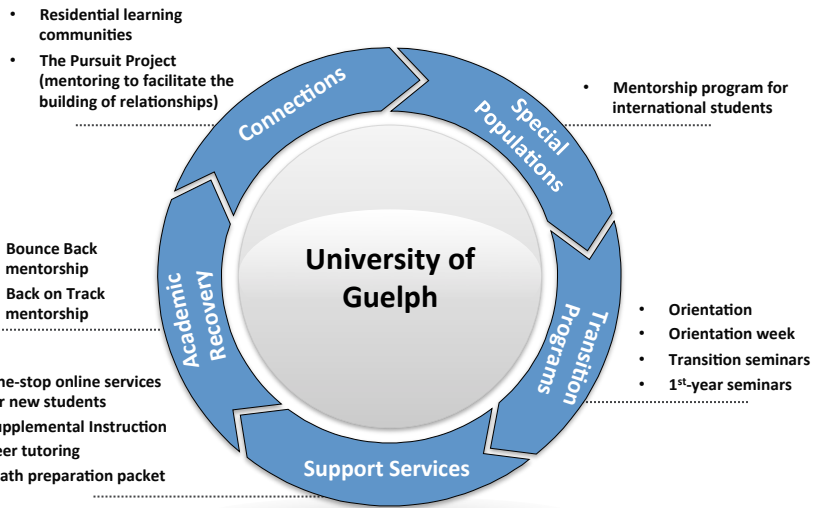
Becoming a Student → Succeeding as a Student

Nature of Intervention	Levels of Intervention	Prevention (Pre-Enrolment Stage)	Intervention (Enrolment Stage)	Recovery (Enrolment Stage)	Success Transitions
Assessment Tools/ Systems	Targeted				
	General				
Curricular Initiatives	Targeted				
	General				
Co-curricular Initiatives	Targeted				
	General				
Policies	Targeted				
	General				
Programs & Services	Targeted				
	General				

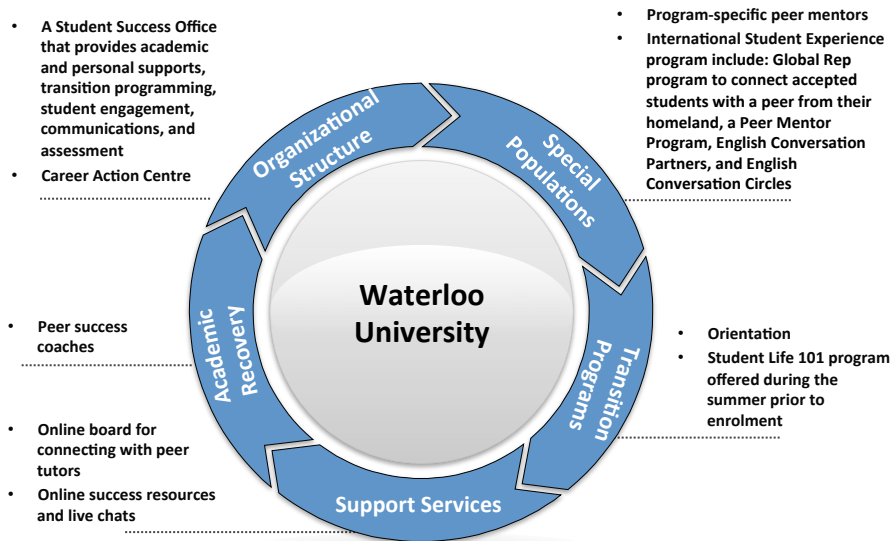
Student Retention



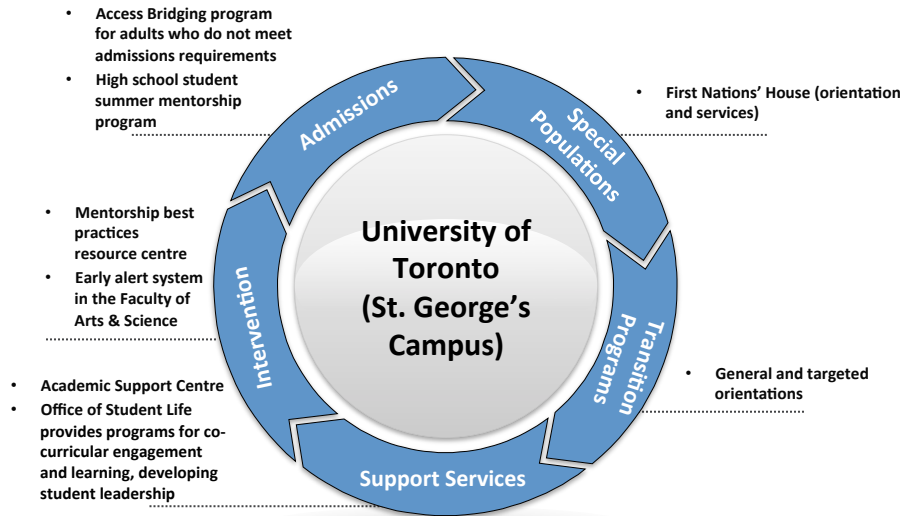
Student Retention



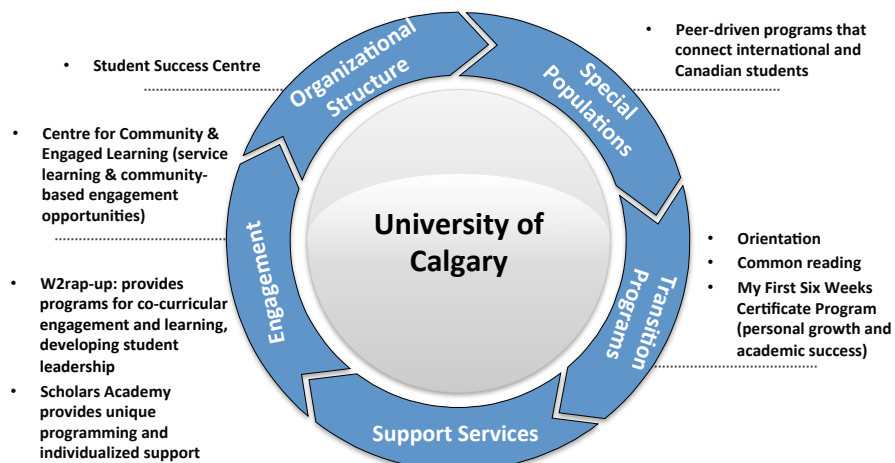
Student Retention



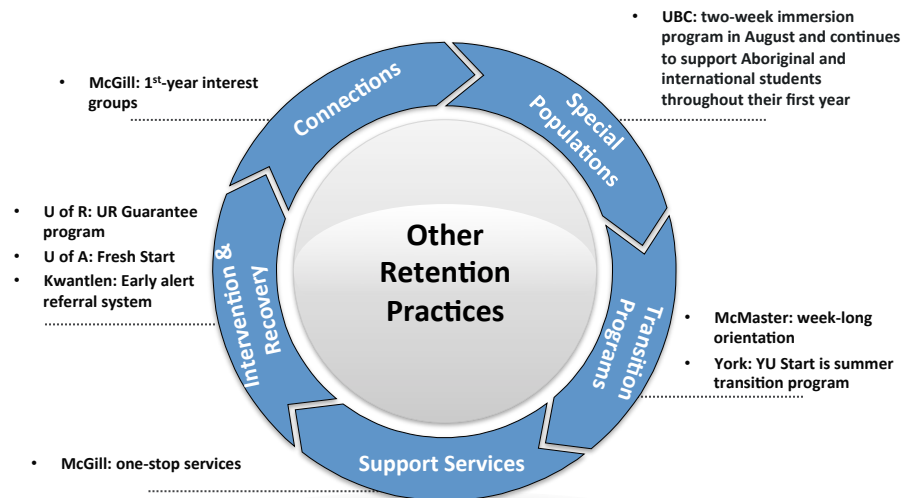
Student Retention



Student Retention



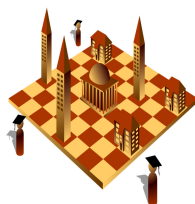
Student Retention



COMMON MYTHS

SEM in Canada

Directional Enrolment Goals



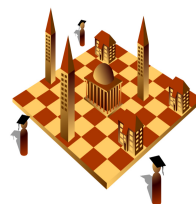
Waterloo Campus

- ❑ Maintain or reduce overall size
- ❑ Increase international, immigrant, and Aboriginal populations
- ❑ Strategically grow graduate populations
- ❑ Raise entrance requirements in targeted areas



Laurier Brantford

- ❑ Grow aligned with community/industry needs
- ❑ Grow transfers
- ❑ Grow mature learner population
- ❑ Grow Aboriginal population
- ❑ Grow international and immigrant populations



Laurier Milton

- ❑ Increase GTA market share with niche programs

U of S 2015/16 Goals for Diversifying the Enrolment Mix

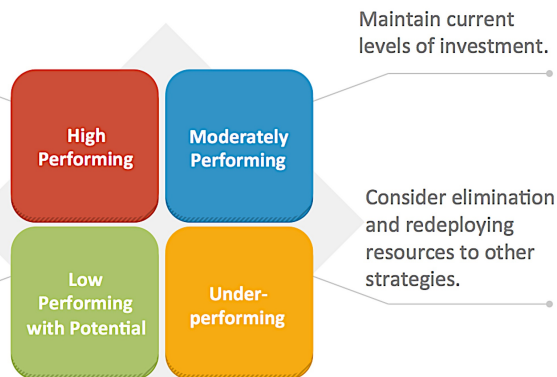
'New' Student Diversity	'New' UG Enrolment Direct Entry Colleges		'New' UG Prof'l & Non-Direct Entry		'New' Graduate Enrolment	
	Baseline 2010/11	2015/16 Targets	Baseline 2010/11	2015/16 Targets	Baseline 2010/11	2015/16 Targets
❖ Aboriginal	10%	15%	10%	15%	5%	8%
❖ International	7%	7%	7%	7%	24%	30%
❖ Out-of-Province	15%	20%	15%	25%	4%	15%
❖ In-Province	78%	73%	78%	73%	72%	65%
❖ High School Direct	71%	70%	71%	70%		
❖ External Transfers	15%	18%	15%	18%		
❖ Internal Transfers	13%	12%	13%	12%		
❖ Mature/Adult (CCDE Registration)	8,126 HCE	13,814 HCE				



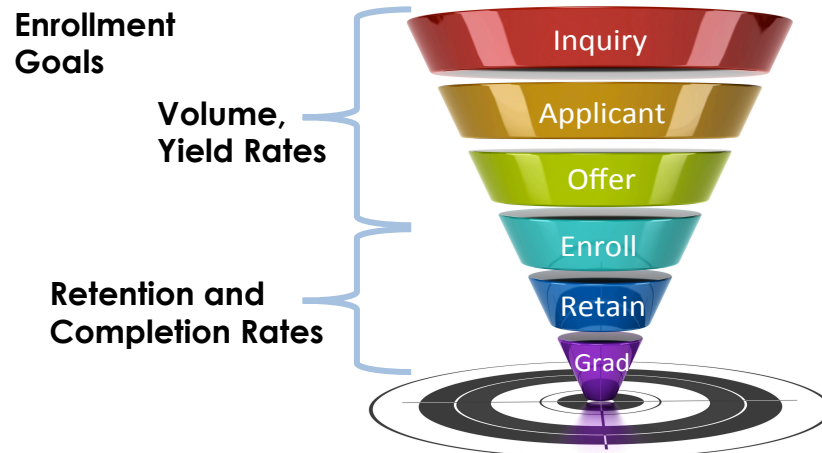
Strategy Evaluation & Resource Deployment

Consider for additional investments IF capacity and enrolment opportunities exist; otherwise, maintain current investment levels.

Consider morphing or revamping with existing resources or possibly diverting resources to other strategies.



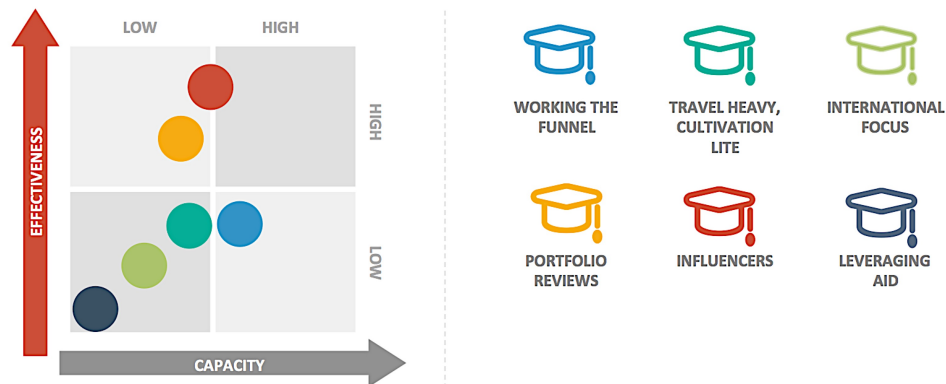
Lag vs. Lead Indicators



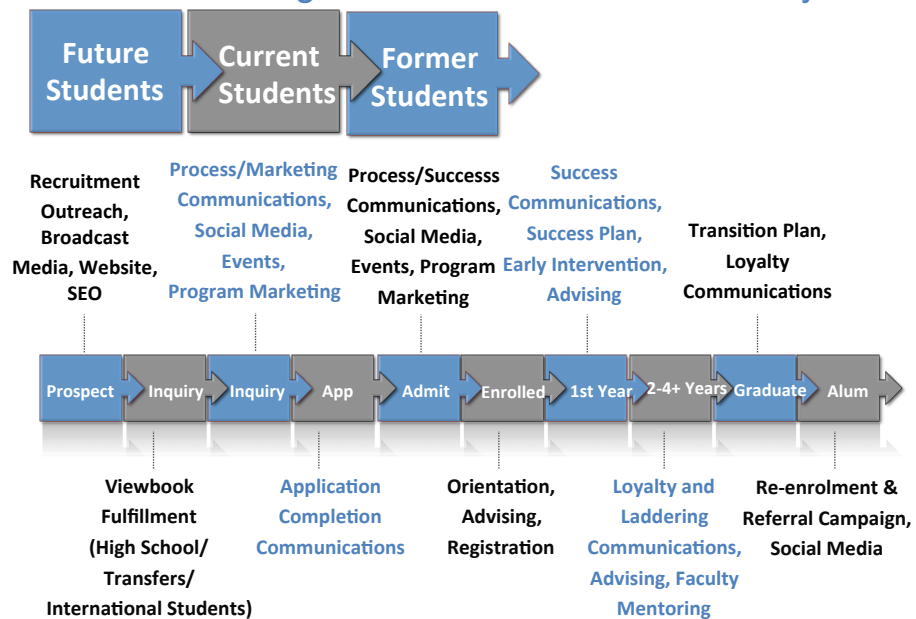
Sample Retention Lead Metrics

- | | |
|--------------------------|---------------------------------------|
| ❖ Orientation attendance | ❖ Student engagement outside of class |
| ❖ Advising session | ❖ Peer connections |
| ❖ Course drops | ❖ Residence hall room |
| ❖ Class attendance | ❖ Loan amount |
| ❖ Class participation | ❖ Number of hours working |
| ❖ Course performance | ❖ Use of support services |
| ❖ Faculty connections | ❖ Survey responses |
| ❖ Transcript requests | |

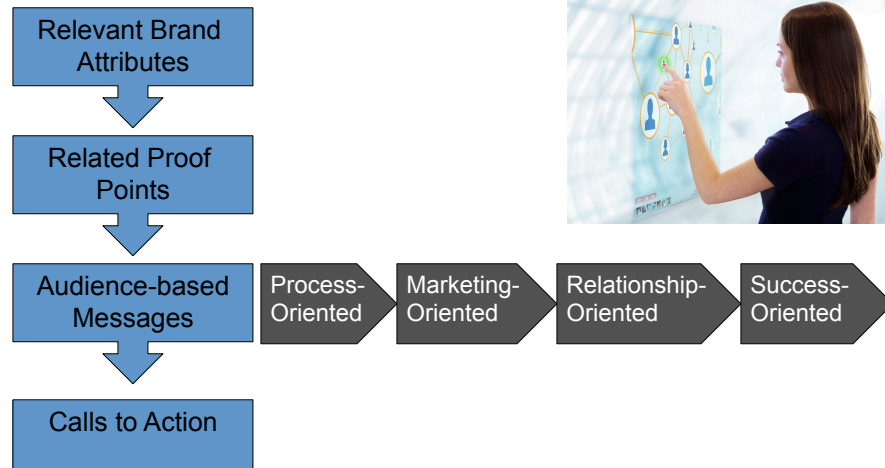
Sample Recruitment Strategy Analysis



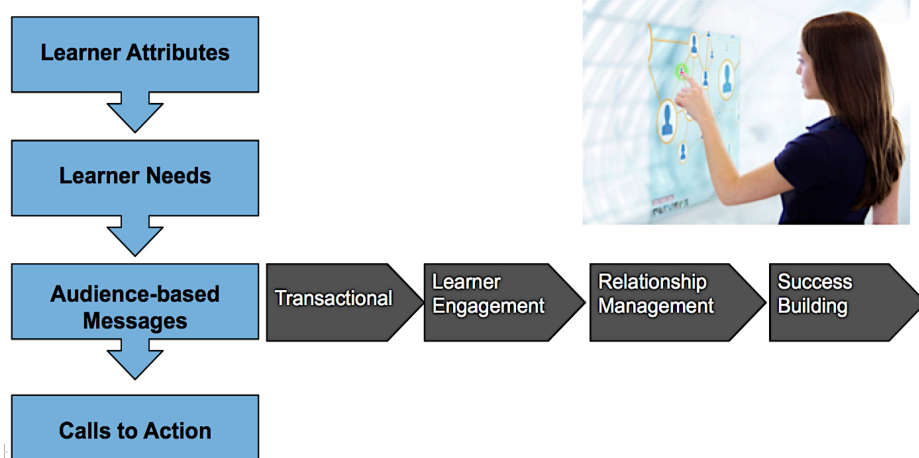
Student Marketing, Recruitment, and Retention: Myths



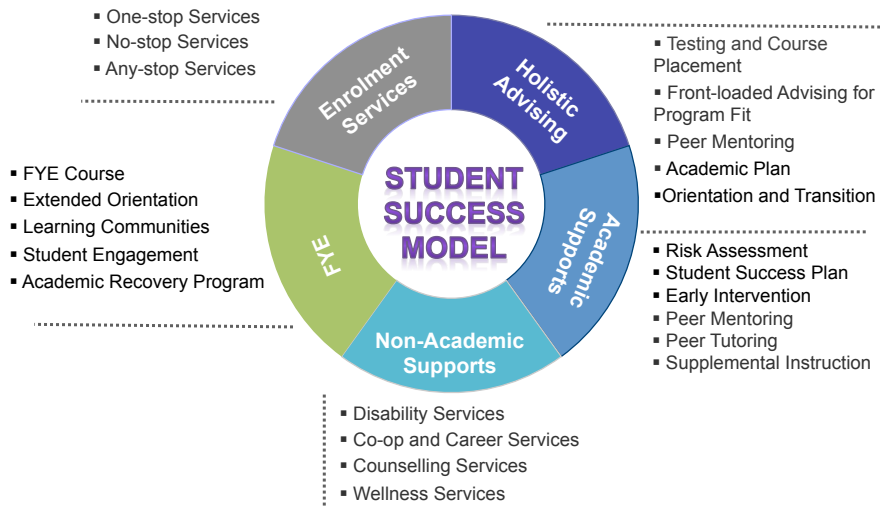
Prospective Student Messaging



Current Student Messaging



Student Retention Myths

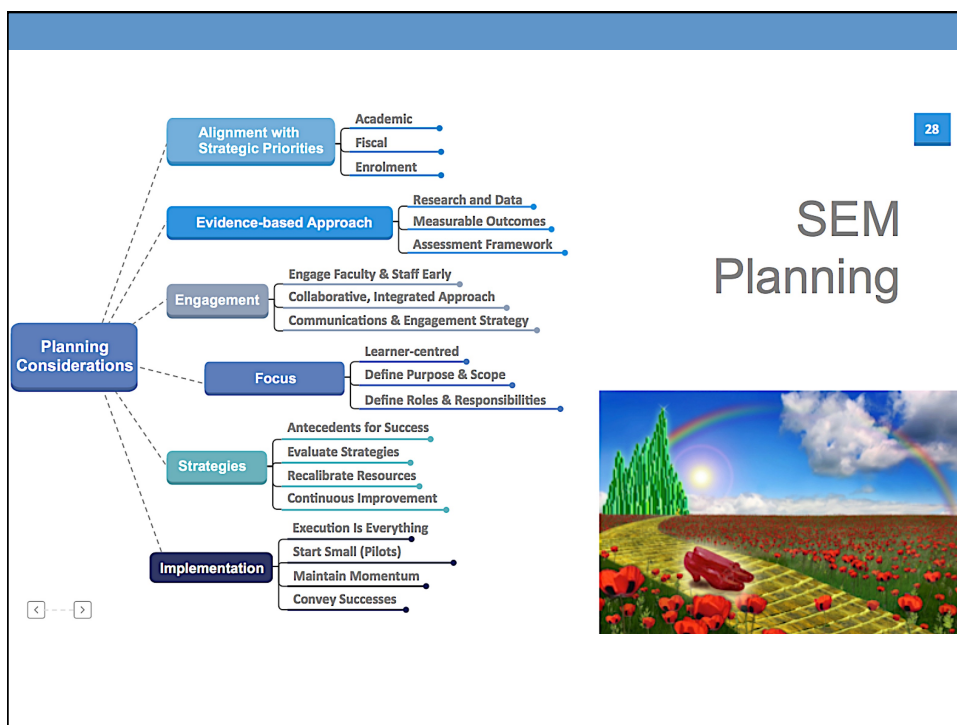


Other Myths

- ❖ Viewbooks
- ❖ Social media
- ❖ Websites
- ❖ Campus visits (information overload vs. emotional appeal)
- ❖ Influence of school counsellors
- ❖ Scholarship optimization
- ❖ Technology without strategy and/or organizational capacity
- ❖ Data vs. actionable intelligence
- ❖ A systematic, holistic approach to SEM
- ❖ Accountability and rewards

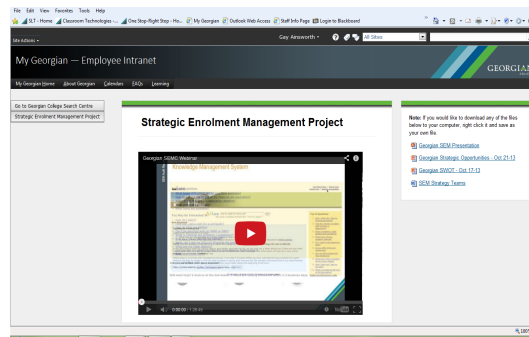
LESSONS LEARNED

SEM in Canada



SEM

- ❖ York University: A Case for Change
- ❖ York University: Internal Project Managers
- ❖ Fanshawe: World Café
- ❖ Fanshawe: SEM Campaign
- ❖ U of S: Data Analytics



QUESTIONS & COMMENTS

SEM in Canada