



Core Concepts and Applications of Strategic Enrollment Management (SEM)

OACRAO Workshop

August 2, 2017

Tom Green and Jim Bouse

Workshop Overview

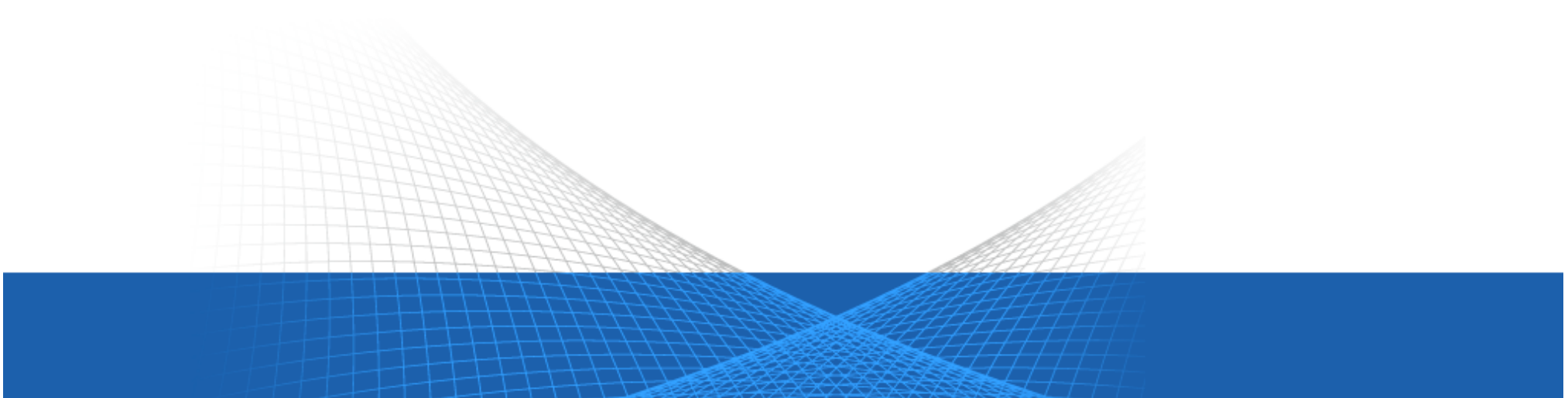
1. Introductions
2. SEM Core Concepts
3. Pressures facing higher education today
4. Responses to pressures
5. Questions and discussion



Introductions:
What do you want to learn
from this workshop?



SEM Core Concepts



What is Strategic Enrollment Management (SEM)?

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

Bontrager

The Purposes of SEM are Achieved by...

1. Establishing **clear goals** for the number and types of students needed to fulfill the institutional mission
2. Promoting **students' academic success** by improving access, transition, persistence, and graduation
3. Promoting institutional success by enabling effective **strategic and financial planning**
4. Creating a **data-rich environment** to inform decisions and evaluate strategies

Bontrager

The Purposes of SEM are Achieved by...

5. Improving process, organizational and financial **efficiency** and outcomes
6. Strengthening **communications and marketing** with internal and external stakeholders
7. Increasing **collaboration** among departments across the campus to support the enrollment program

Bontrager

SEM Planning Framework



Bontrager/Green

SEM Planning Framework

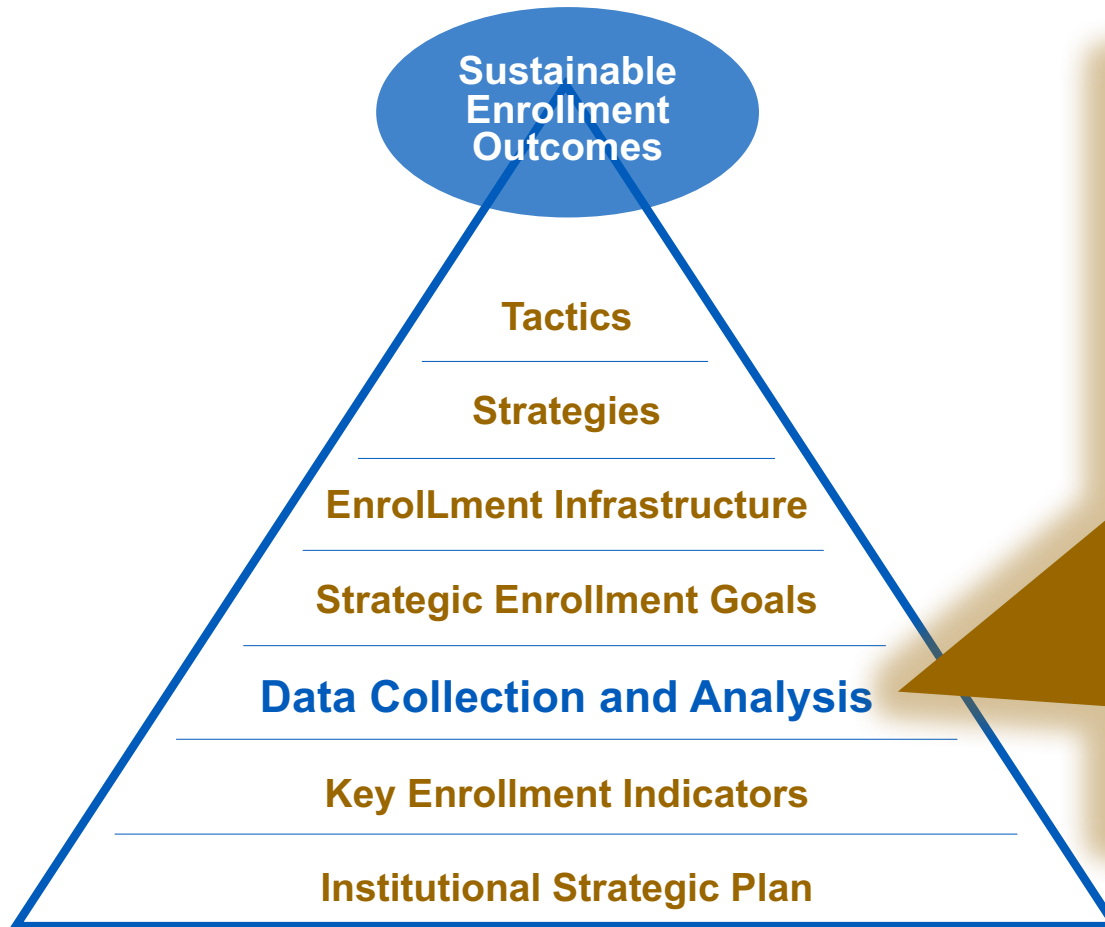


SEM Planning Framework



- **Student categories:** first year, transfer, dual enrollment, voc/tech, continuing ed, face-to-face/online, certificate, etc.
- **Desired student groups:** racial/ethnic diversity, academic ability, 1st gen
- **Geographic origin:** local, regional,
- **Recruitment, retention, completion**
- **Institutional capacity**

SEM Planning Framework



- **Internal benchmarks:** KEI numbers over the past 3-5 years
- **Environmental scan**
 - Demographics
 - Economics
 - Market opportunities
 - Competition
- **Institutional research plan:** designated reports and production schedule

SEM Planning Framework



SEM Planning Framework



SEM Planning Framework



SEM Planning Framework



- **Marketing/branding initiatives**
- **Academic program review**
- **Multilingual recruitment materials**
- **Targeted interventions for students in high risk courses**
- **Enhanced academic advising**
- **Streamlined admission procedures**
- **Purchase a new CRM system**

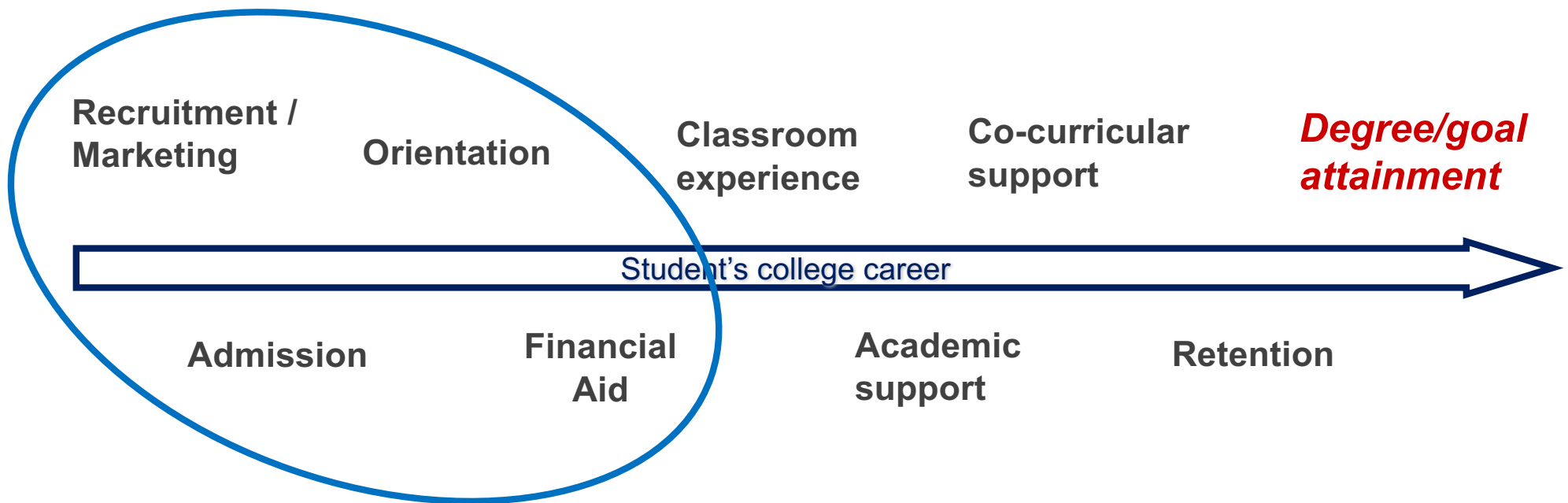
SEM Planning Framework



- **Consistently meeting goals over the long term**
- **Enabling more effective campus-wide planning**
 - Revisions to the institutional strategic plan
 - Academic planning: curriculum, faculty needs
 - Facility planning
 - Financial planning
- ***Achieving the institution's desired future***

Implications: Retention and Student Success

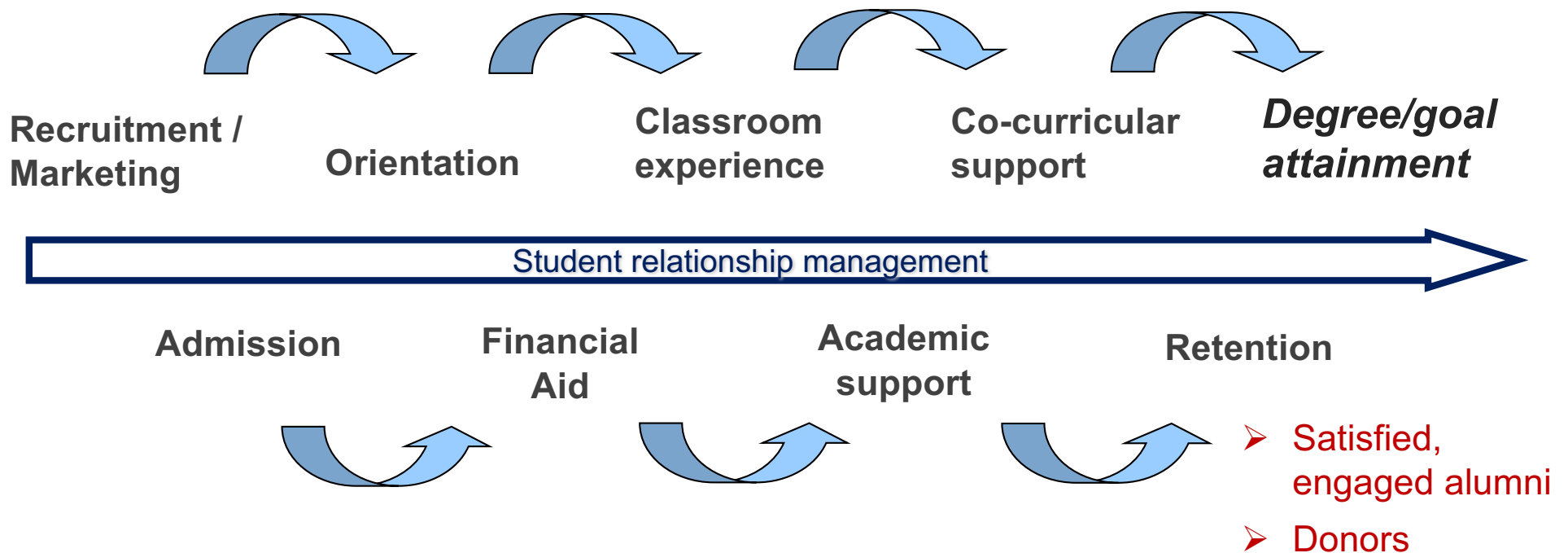
Traditional Enrollment Perspective



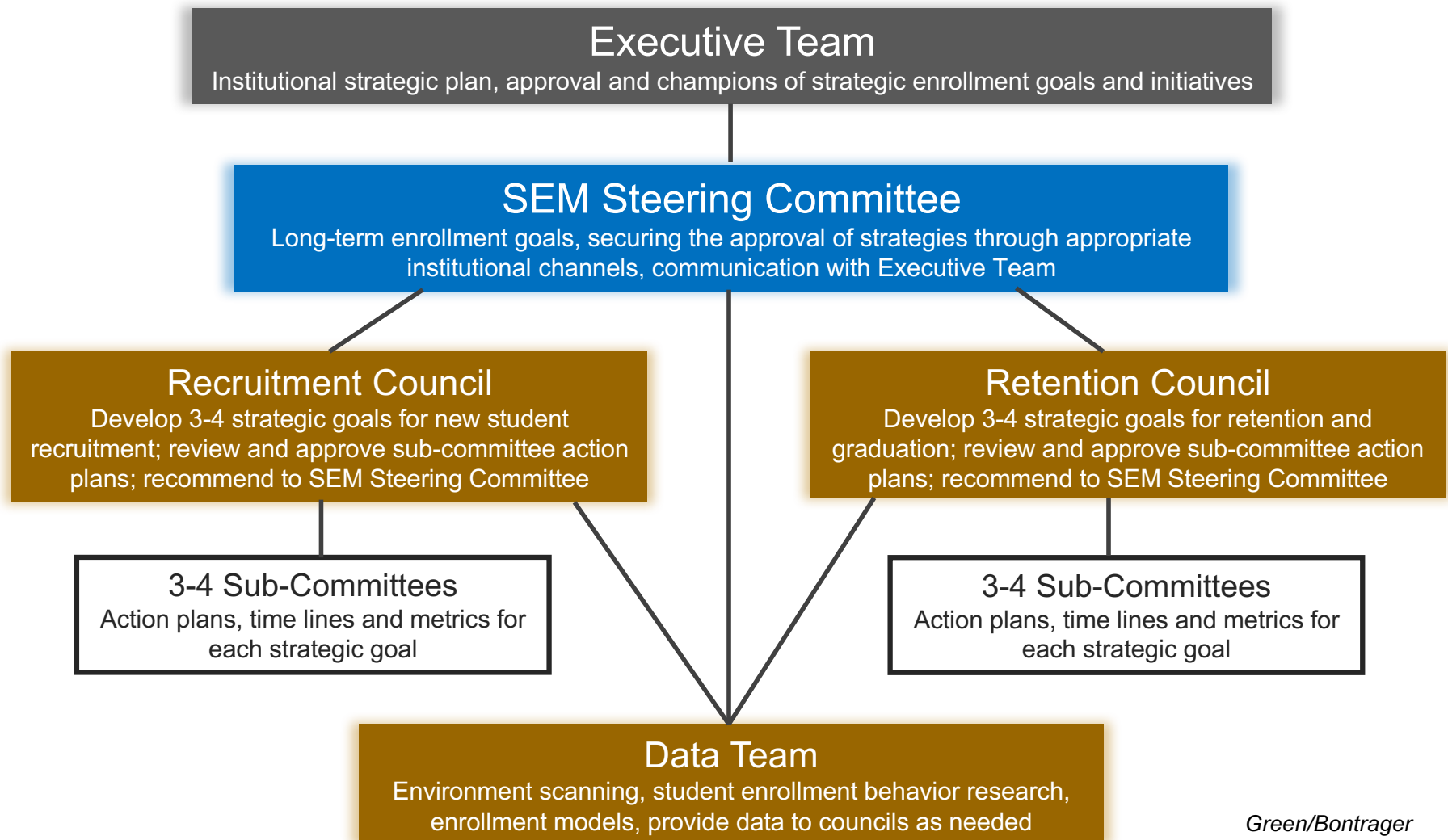
Implications: Retention and Student Success

- P-14 partnerships
- Outreach
- Bridge programs

The SEM Perspective



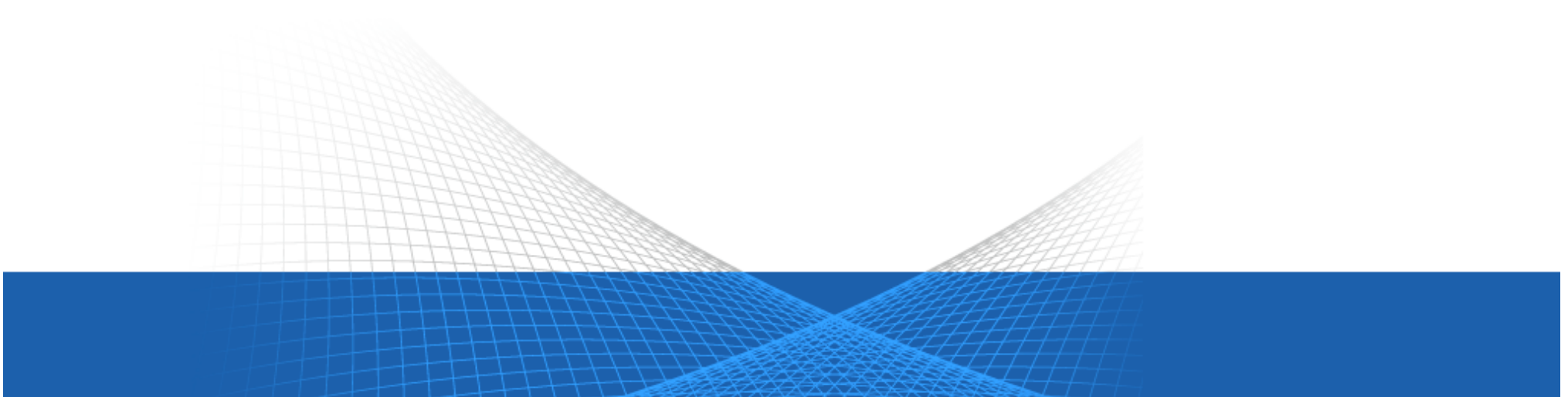
Organizational framework



Green/Bontrager



Global Enrollment Pressures



Diminishing government support for higher ed.

PUBLIC FTE ENROLLMENT AND EDUCATIONAL APPROPRIATIONS PER FTE, U.S., FY 1990-2015

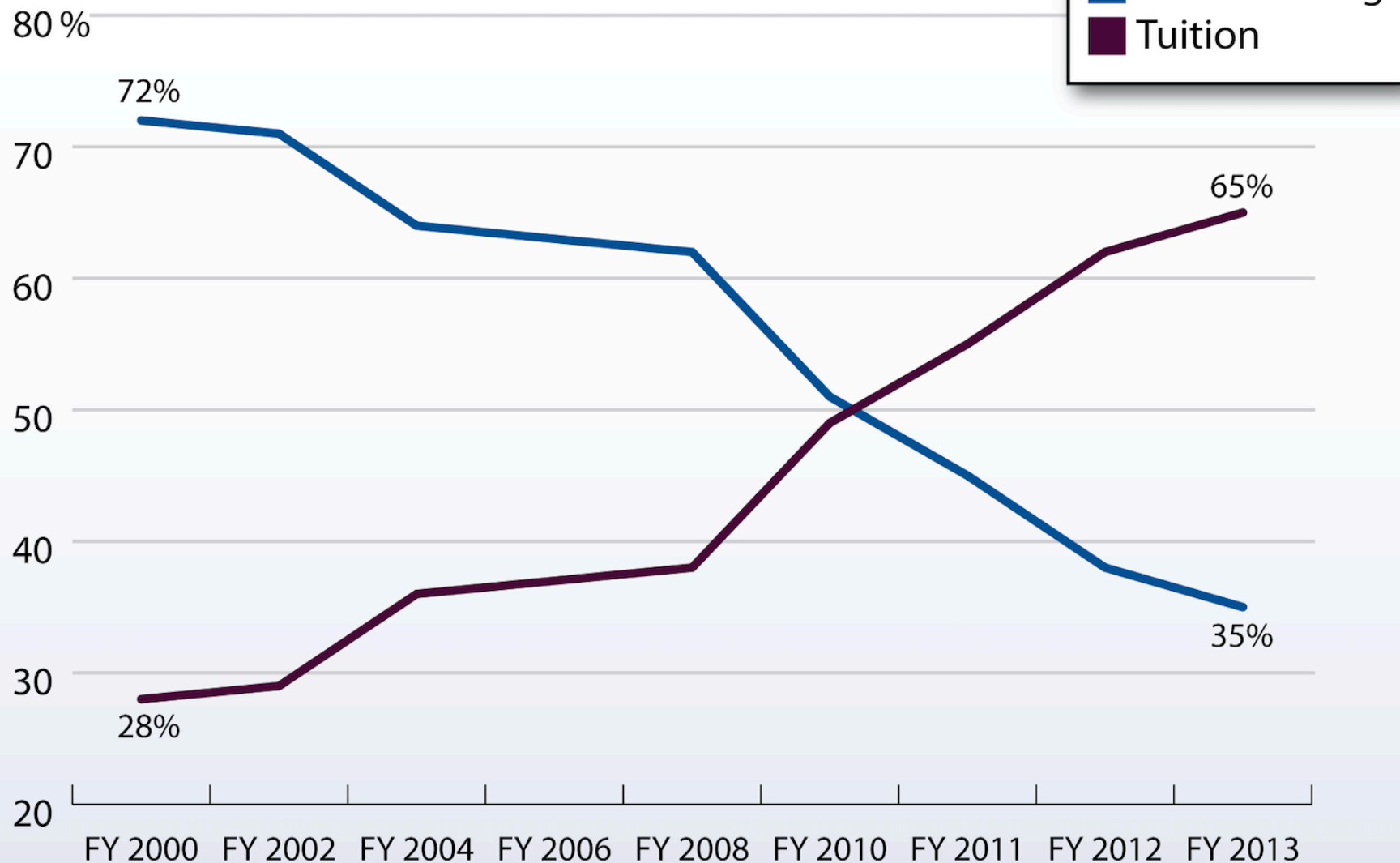


NOTE: Net tuition revenue used for capital debt service included in the above figures. Constant 2015 dollars adjusted by SHEEO Higher Education Cost Adjustment (HECA).

SOURCE: State Higher Education Executive Officers

Students are Paying over Half of Higher Education Costs

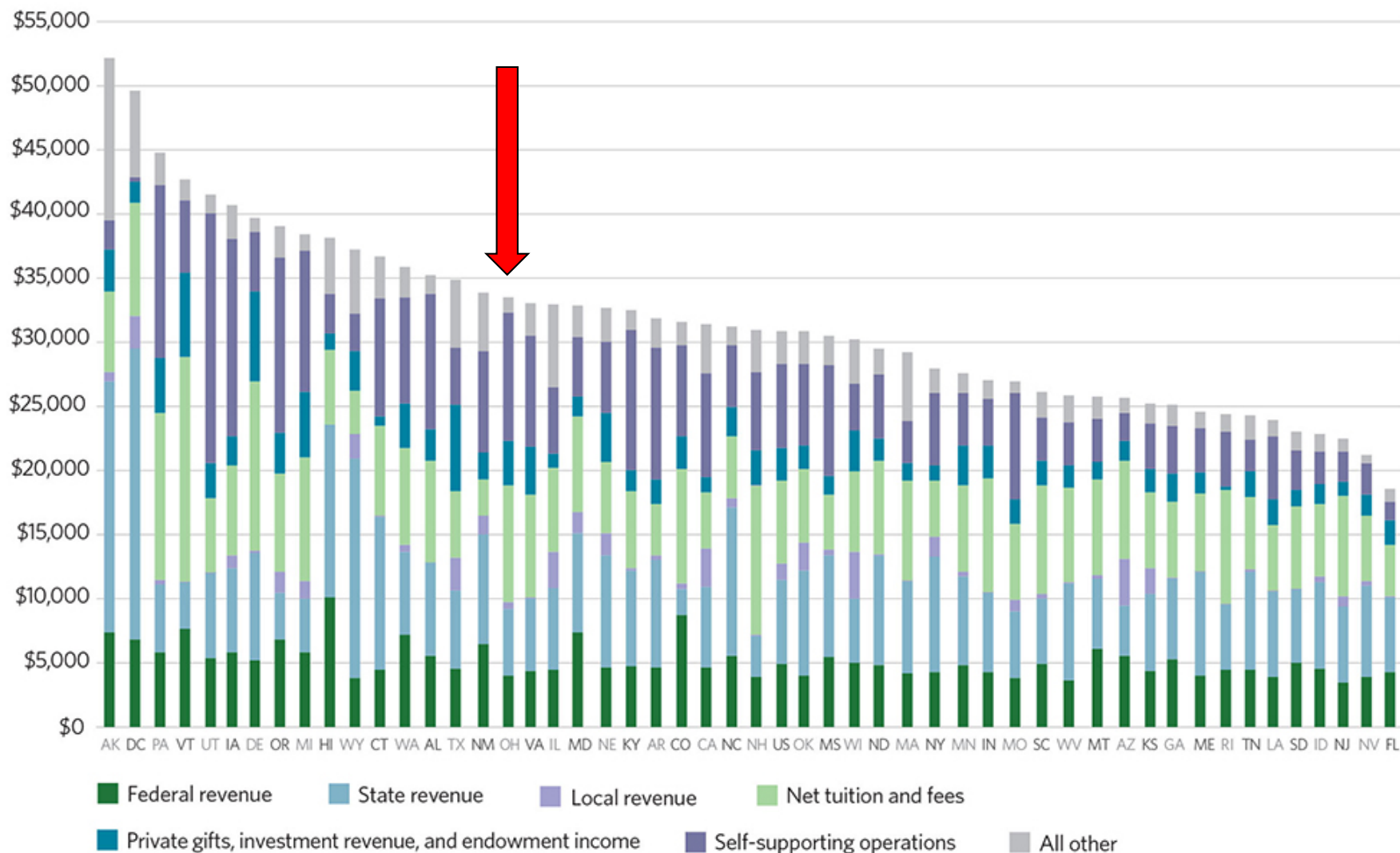
Share of funding by source at 4 year institutions



Source: Budget & Policy Center calculations; data from LEAP, reflects tuition in fund 149-B

Funding Sources for Public Higher Education Institutions Vary Widely Across States

Composition of revenue per full-time equivalent student, by state, fiscal year 2013

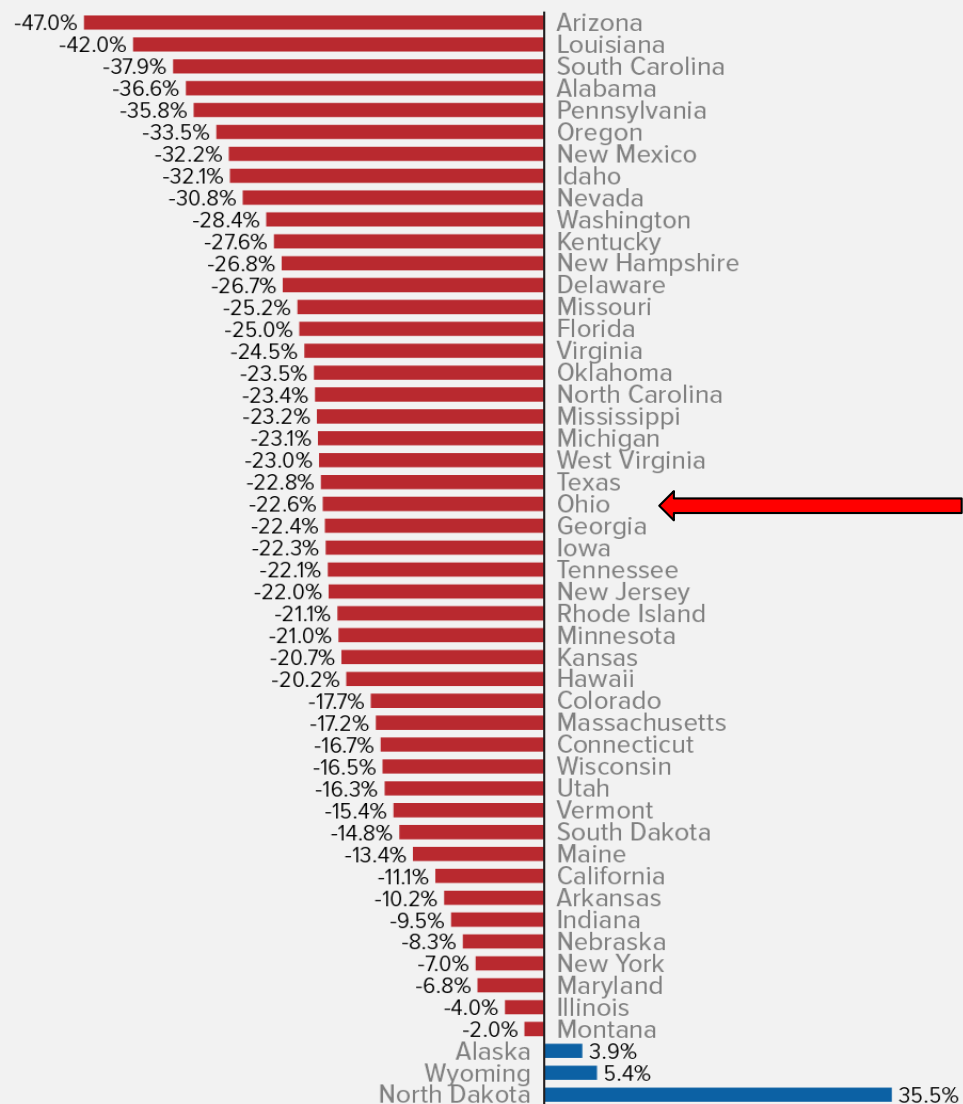


Sources: Pew's analysis of data from the U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015)

© 2015 The Pew Charitable Trusts

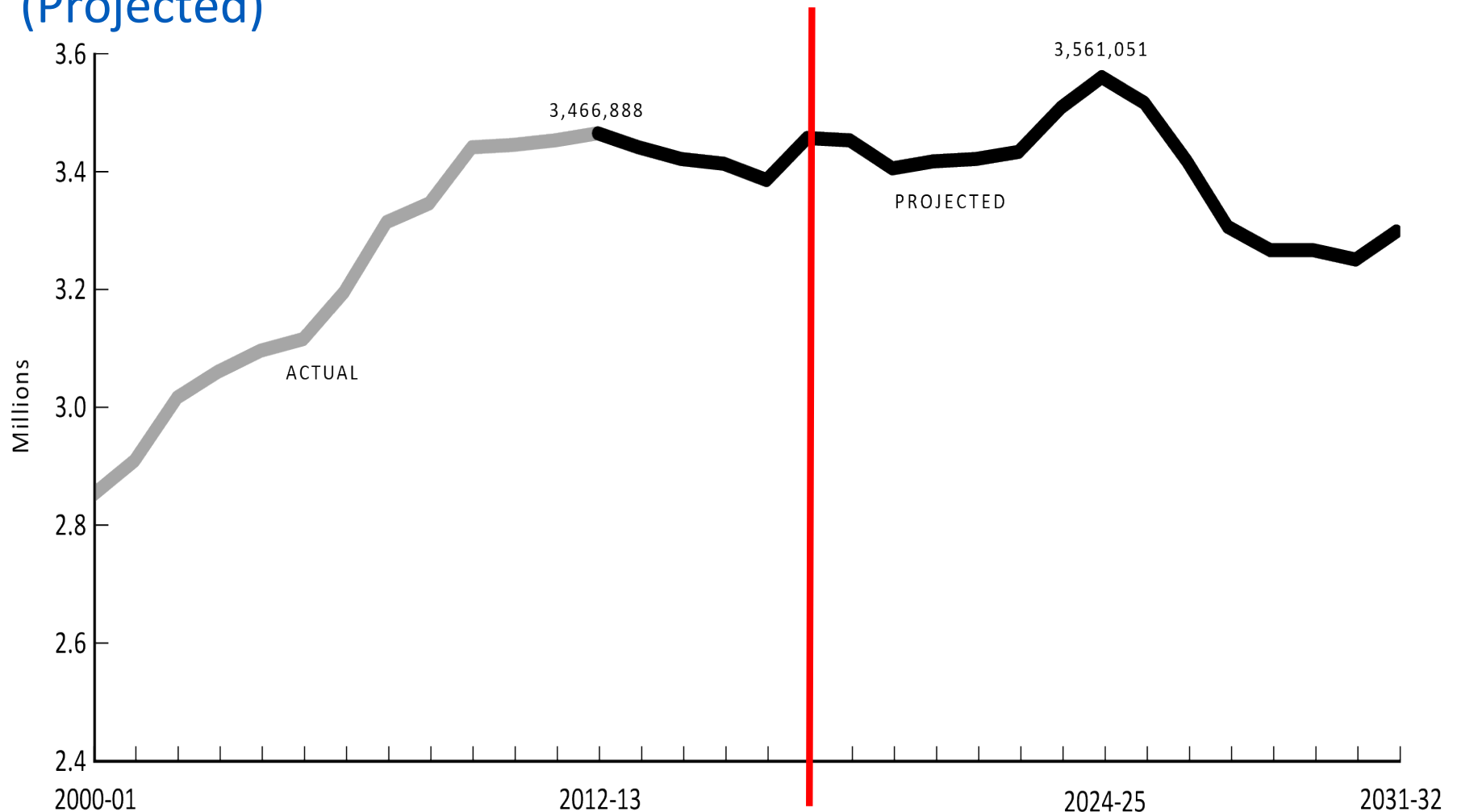
State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Percent change in state spending per student, inflation adjusted, 2008 - 2015



Source: CBPP calculations using data from Illinois State University's annual Grapevine Report and the State Higher Education Executive Officers Association. Illinois funding data is provided by the Fiscal Policy Center at Voices for Illinois Children. Because enrollment data is only available through the 2014 school year, enrollment for the 2014-15 school year is estimated using data from past years. Years are fiscal years.

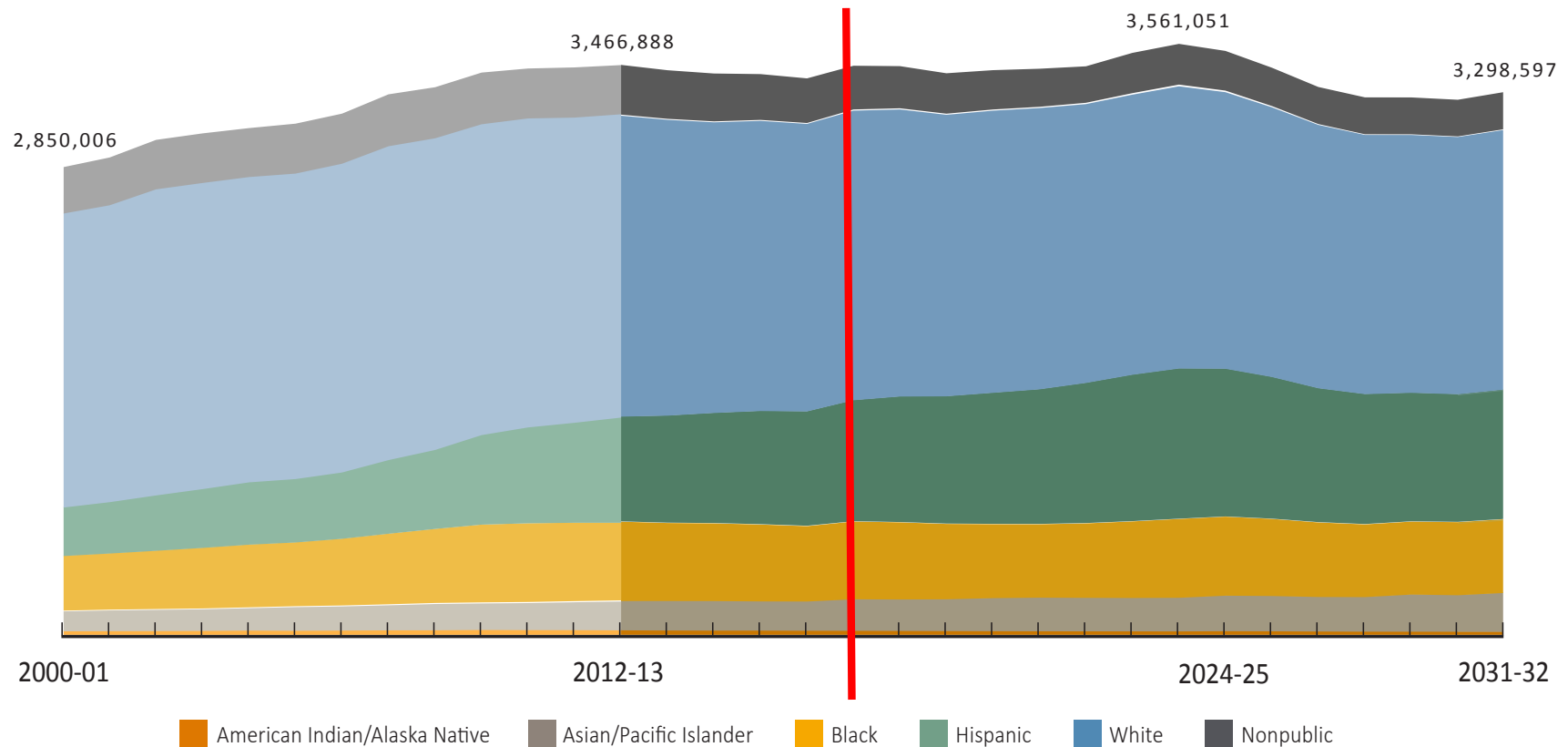
Total U.S. Public and Private High School Graduates, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)



Source: Peace Bransberger and Demarée K. Michelau. *Knocking at the College Door: Projections of High School Graduates*, 9th Edition. Boulder, CO: Western Interstate Commission for Higher Education, 2016.

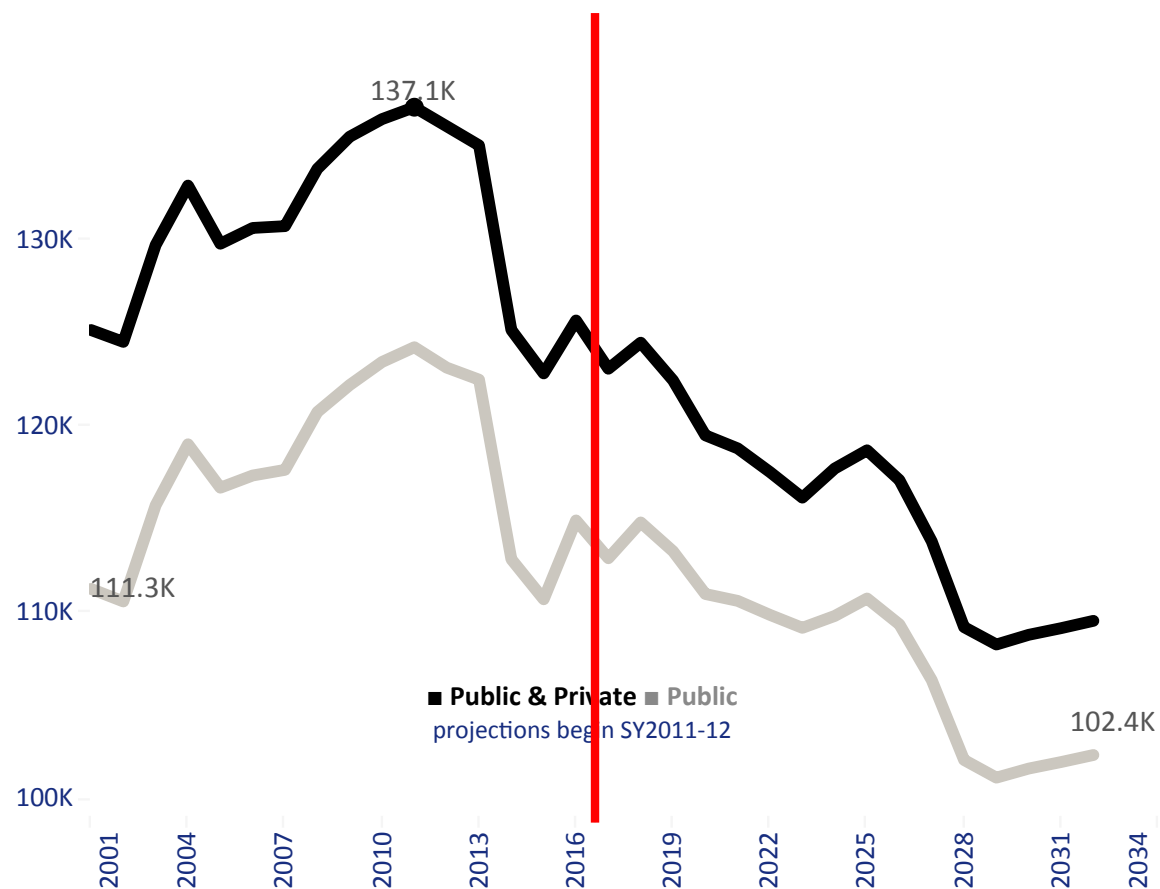
Shifting demographics

Figure 2.4. Total U.S. Public and Private High School Graduates, by Race/Ethnicity, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)



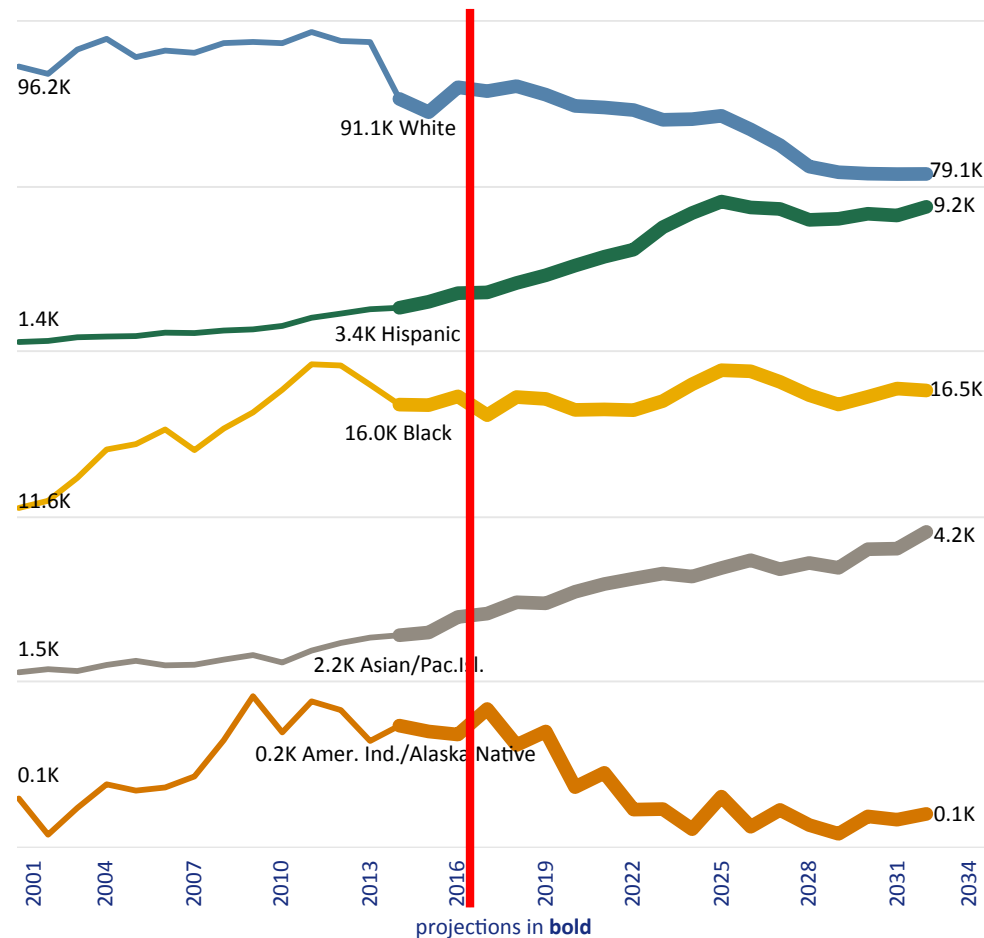
Source: Peace Bransberger and Demarée K. Michelau. *Knocking at the College Door: Projections of High School Graduates, 9th Edition*. Boulder, CO: Western Interstate Commission for Higher Education, 2016.

Ohio outlook for high school graduates



Source: Peace Bransberger and Demarée K. Michelau. *Knocking at the College Door: Projections of High School Graduates, 9th Edition*. Boulder, CO: Western Interstate Commission for Higher Education, 2016.

Ohio outlook for high school graduates



Source: Peace Bransberger and Demarée K. Michelau. *Knocking at the College Door: Projections of High School Graduates, 9th Edition*. Boulder, CO: Western Interstate Commission for Higher Education, 2016.

Increased pressure for outcomes

1. Performance-based funding:
 - Number of in-state graduates
 - Graduation rates
2. Popular perception that a degree is not worth the costs:
 - While not true, press/media report dissatisfaction with higher education
 - Pew study found 58% of Republicans think higher education is actually *bad for America*
3. First-generation families who don't understand the portability of skills between the earned degree and the career paths of graduates



Local or National Enrollment Pressures

Rising costs of education

1. Higher education has long increased in costs faster than:
 - Family incomes
 - Consumer price index
2. Insurance, maintenance and contracts are largely outside the control of many institutions
3. Competition for the best facilities, services and students require investments in campus infrastructure and personnel
4. Technology is a multi-million dollar issue for virtually every campus:
 - Expectations are high

International enrollments

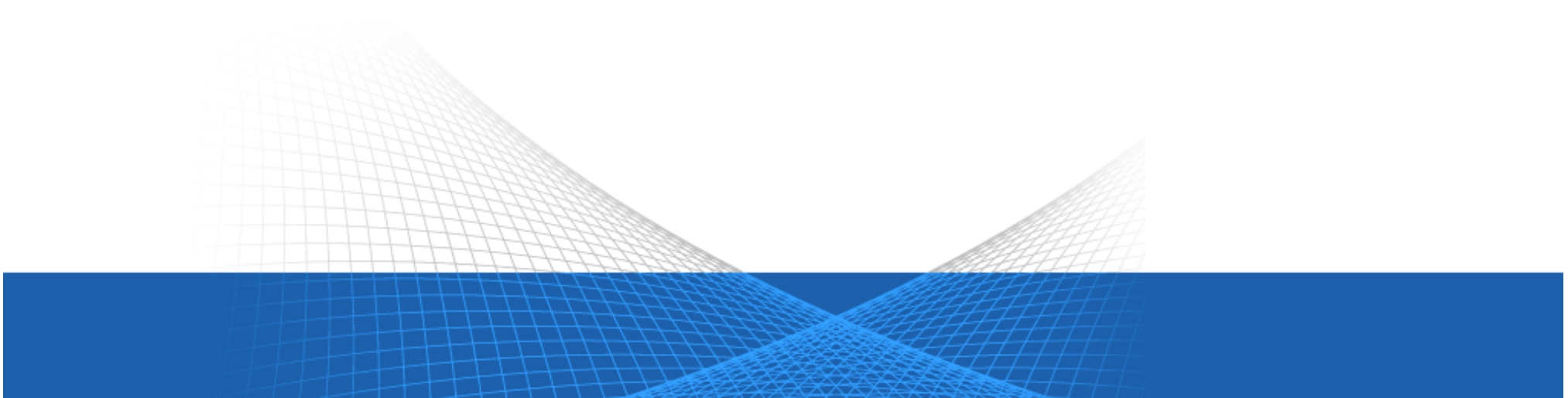
1. AACRAO Research has polled institutions this year at a few points to gauge the current climate across the country
 - In March 2017, 39% of institutions reported lower application levels than the prior year
2. Middle East applications have been hardest hit
3. Individual institutions reported fears among students in large sending countries, such as China and India, that the travel ban may impact them before graduation or that they would be unwelcome at American institutions
4. Canadian universities are reporting increases of up to 80% in applications; Australia reports large increases, as well

Scalability of retention/graduation programs

1. Experiments with student transition and success programs
2. Some result in startling increases in retention and graduation rates
3. Most are difficult to scale due to the “wrap-around” nature of services
4. Many institutions aren’t sure which initiatives are working or not working:
 - Spaghetti against the wall approach to retention and success



Responses to Pressures



Some less promising or higher-risk answers

1. Increased tuition discounting
2. Marketing in new geographic areas
3. Proliferation of degree programs without corresponding program review initiatives
4. Purchasing technology solutions with strategic plan for implementation or knowledge of how they fit into strategies
5. Others?

Clear value propositions

1. Outcomes-focus on what graduates are doing with their degrees
2. Statements on costs that are
 - Clear and easy to understand
 - Based upon common costs and not financial aid federal methodology and disclosure requirements
 - Linked to statements about investment
 - Linked to information on how to pay costs:
 - Federal and state aid
 - Institutional aid
 - Payment plans
3. Competitive advantages

Competitive advantages

1. Asses the institution's strength against is main competitors
2. Seek to communicate what the institution does well and/or is unique in its offerings
3. These are most effective when aligned with student choice factors

Competitive advantage questions

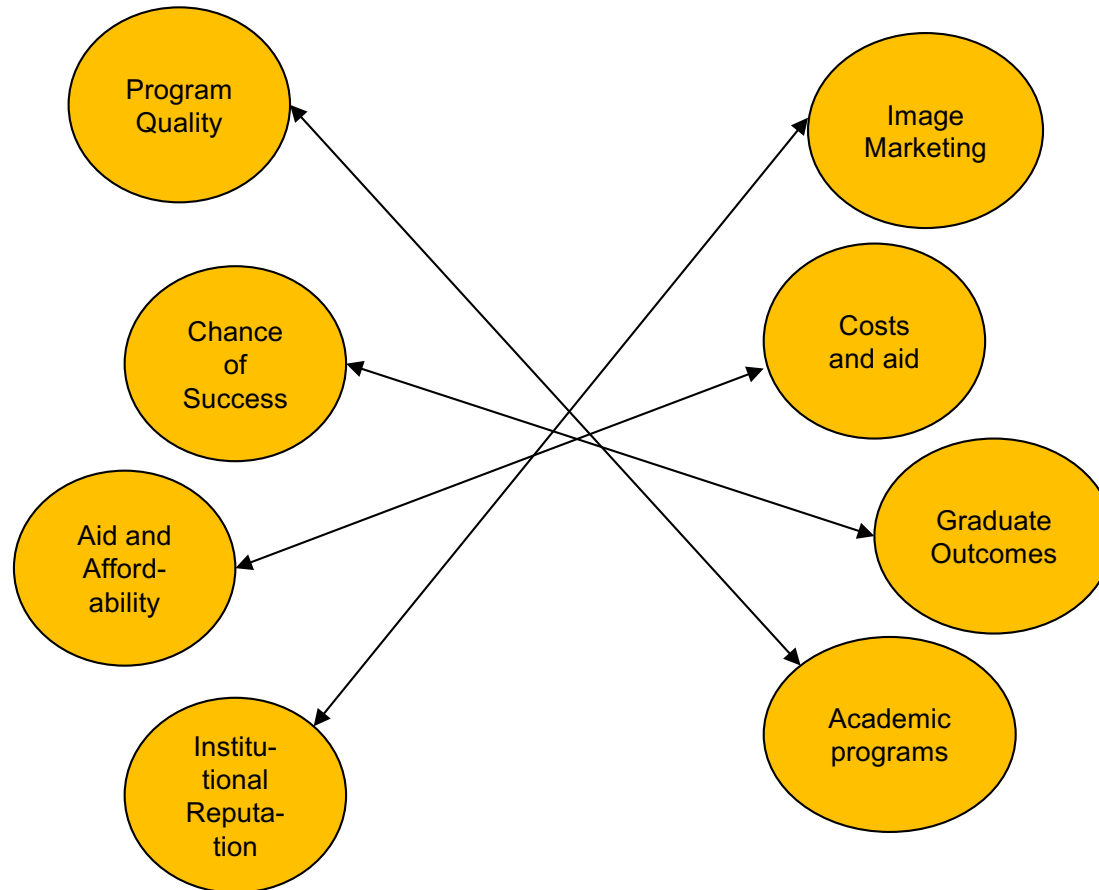
1. Who are you major competitors for applicants and admitted students?
2. What factors do students use when choosing a college or university?

Influences and factors

	Total	High School Junior	High School Senior	College Student
Offers My (Intended) Major	4.62	4.69	4.60	4.74
Potential to Succeed at the School	4.39	4.43	4.37	4.62
Reputation for Quality of Education	4.37	4.29	4.41	4.10
Merit-Based Financial Aid	4.15	4.42	4.06	4.64
The "Feel" of Being on Campus	4.09	4.00	4.13	3.79
Cost of Tuition, Fees, Room & Board	4.05	4.16	4.00	4.31
Need-Based Financial Aid	3.98	4.13	3.97	3.62
Probability of Being Admitted	3.83	3.85	3.79	4.48
Professional Preparation	3.78	3.83	3.80	3.20
Graduates' Success	3.77	3.79	3.79	3.30
Location	3.66	3.79	3.65	3.41
Overall Prestige	3.62	3.79	3.60	3.30
Size of Enrollment	3.42	3.37	3.45	3.19
Acceptance of Transfer Credits	3.35	3.75	3.23	3.53
Social Life	3.19	3.44	3.15	2.67
Diversity	3.06	3.79	3.65	3.41
Close to Home	3.02	2.78	3.03	3.78
College Focus (e.g. Religious School)	2.94	2.98	2.93	3.00
Recommended by Teacher/Counselor	2.89	3.16	2.83	2.71
Intramural/Club Sports	2.88	3.17	2.84	2.14
Far from Home	2.78	3.08	2.70	3.07
Knowing People in the Area	2.54	2.66	2.51	2.60
Knowing Current Students	2.38	2.41	2.36	2.67
Prestige of Athletics	2.29	2.81	2.19	1.89
Friend Attended	2.22	2.35	2.17	2.50
Family Member Attended	2.03	2.12	1.99	2.17
Athletic Scholarships	1.97	2.59	1.82	1.92

Source: "Teens Talk," Chegg/Statmats White Paper, 2016.

Goals of enrollment marketing



Communication plan

1. Supports the recruitment plan with multi-channel messaging
2. Works on behalf of the admissions office and the institution to provide a consistent, clear stream of key messages
3. Provides the right message at the right time to the right audience:
 - Freshman
 - Transfer
 - Parent
 - Counselor
4. Understanding the communications plan is critical to consistent messaging in recruitment.

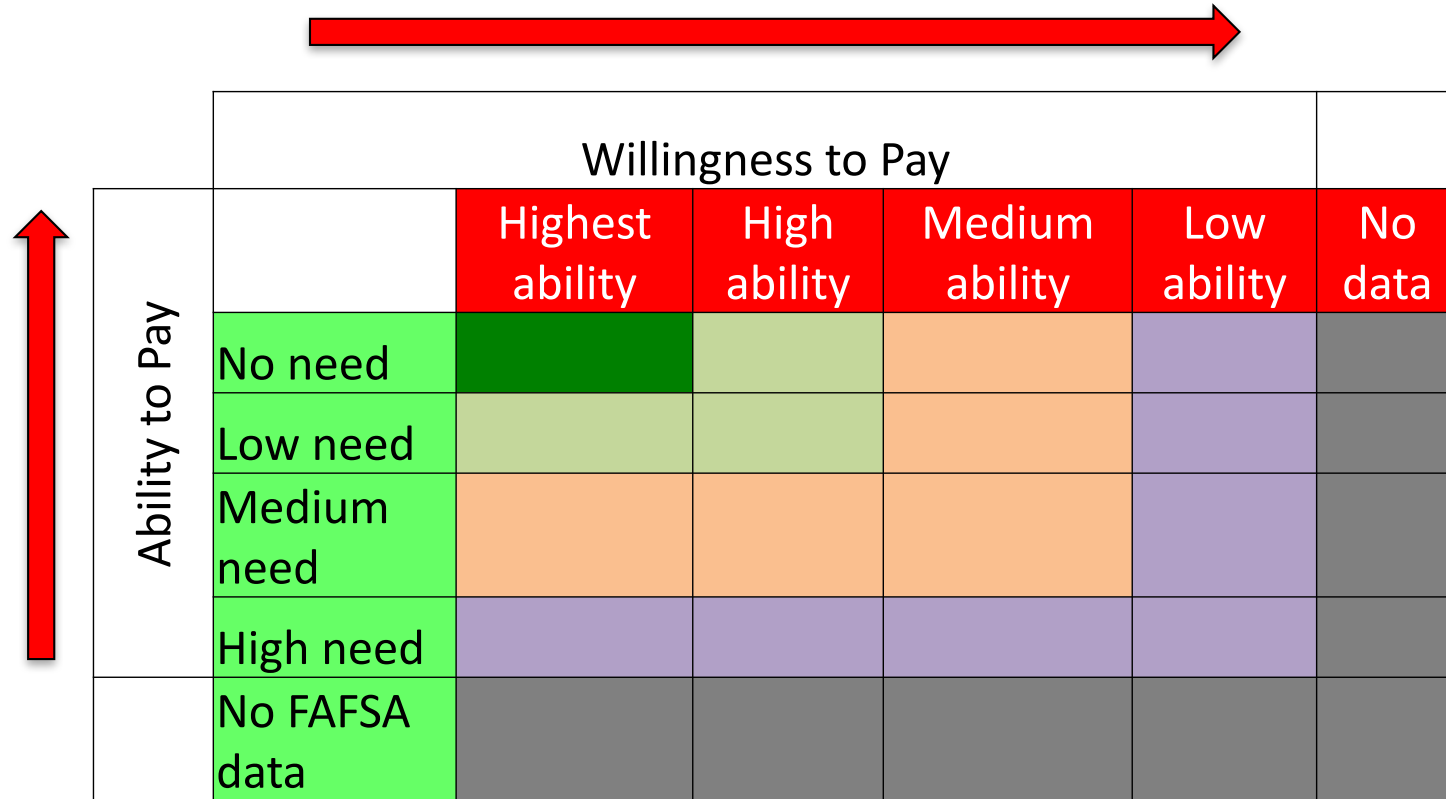
Financial aid analysis

1. Overall, marketing of the institution should create a strong sense of value:
 - The receipt of a scholarship, grant or other aid should “seal the deal,” not “be the deal.”
2. Promotion of financial aid programs can be used to drive application pools:
 - Analysis and leveraging of aid are not alone useful in increasing application volume.
3. Analysis and leveraging are primarily strategies to drive deposits/enrollments from admitted student pools.

Leveraging defined

1. The strategic use of discretionary aid to influence enrollment behavior
2. The initial and ongoing analysis of need gaps and corresponding enrollment behaviors that drive financial aid strategies
3. A tool to assess and improve yield of admitted to enrolled students and/or retention of degree-seeking students
4. Assessment of student ability and willingness to pay the cost of education at your institution

Financial aid leveraging conceptual map



		Willingness to Pay				
		Highest ability	High ability	Medium ability	Low ability	No data
Ability to Pay	No need					
	Low need					
	Medium need					
	High need					
	No FAFSA data					

Innovations in student records

1. Traditional records are limited in their value outside of higher education:
 - Most employers do not use them other than to verify degree attainment, if at all
 - Communicate what was taken but not what was learned
 - Include only academic course history and not learning outside the classroom
2. Most students struggle to recall their experiences and learning during interviews:
 - We have not helped them make the connections between taking courses or participation and learning.

What is missing?

1. Learning outcomes:
 - What was learned versus what was taken?
2. Learning that may occur outside the structure of the academic course catalog:
 - Many internships and study abroad courses have places within the course catalog
3. Skills and competencies that are mastered by students during a degree or certificate program:
 - Learning outcomes are one form of these
4. Ways to record learning in competency-based education (CBE)

Learning beyond the classroom

1. Growing and widespread acceptance that students learn through experiences outside the classroom setting (online or live):
 - Internships
 - Leadership opportunities
 - Global study (study abroad)
 - Civic engagement/service
2. Much of the work to record experiences outside the course catalog has fallen to student affairs/student life offices:
 - Faculty supervision of or engagement with this learning is uneven.

Learning beyond the classroom

3. Faculty engagement with learning requires/demands a critical partnership with student affairs areas:
 - Common understandings of what constitutes learning and learned persons
 - Synergies of academic and co-curricular experiences
4. Capturing and measuring learning is developing outside the course catalog but requires greater development, generally

AACRAO – NASPA CSR Project

1. 18-month project to accelerate the development of innovative student records models
2. Funded by \$1.56M USD from Lumina Foundation
3. Engaged 12 American colleges and universities to develop model records along one or more areas:
 - Learning outcomes
 - Competency-based education
 - Learning outside the classroom
4. All records must be digital with consideration of portability in the future

Model convergence – about five types

1. Visualizations
2. Widgets – 3-dimensional data
3. Competency-based Education (CBE) records
4. Institutional reporting/tracking
5. Data capture of outside-the-classroom activity

Visualizations – Elon and IUPUI




ELON EXPERIENCES VISUAL TRANSCRIPT

Elon University validates all information presented on a student's Elon Experiences Transcript. Validation occurs within each program responsible for the experiences and is then maintained in a centralized system. Students do not personally enter any experiences onto their Elon Experiences Transcript. The Elon Experiences Transcript is an official document of Elon University. For more information about the Elon Experiences Transcript visit [our site](#).

STUDENT INFORMATION

NAME JOHN S. DOE
DEGREE B.SC
MAJOR APPLIED MATHEMATICS
 COMPUTER SCIENCE
COMPLETE 28TH OF NOVEMBER 2016

SUMMARY OF ELON EXPERIENCES


 RESEARCH
 6 TERMS


 INTERNSHIP
 400 HRS




 SERVICE
 180 HRS


 GLOBAL EDUCATION
 2 TERMS


 LEADERSHIP
 1 TERM

EXPERIENCE TIMELINE

2013
 HONORS RESEARCH SPRING

2014
 ELONTHON SPRING
 FOREIGN EXCHANGE SUMMER
 COMMUNITY SERVICE HACKATHON FALL
 GLEN RAVEN FALL
 SAS - DATA SCIENCE INTERN FALL

2015
 AUSTRALIA/NEW ZEALAND ELR WINTER
 ECO-REPS SPRING
 UNDERGRADUATE RESEARCH CONFERENCE SPRING
 CENTER FOR LEADERSHIP SPRING
 GLEN RAVEN FALL
 ERNST AND YOUNG - DATA MODELING INTERNSHIP FALL

2016
 UNDERGRADUATE RESEARCH CONFERENCE SPRING
 KIDS WHO CODE BOOTCAMP SPRING
 ALPHA PHI OMEGA FALL
 GLEN RAVEN FALL

parchment


 University Registrar | Dr. Rodney Parks

Visualizations – Elon and IUPUI

Diversity



- Coordinator - Disability Awareness Week IUPUI, Indianapolis IN - 60 Hours
- Diversity Experience Title that takes up a really whole lot of room on page Someplace, Indianapolis Indiana - 50 Hours
- Multicultural Leadership Empowerment Program 40 Hours
- Diversity Experience Title #2 takes up a really whole lot of room on page Carbondale, IL - 25 Hours

Global Engagement

- Global experience #88888888888888888888 - International Fisherman
Niger's Capital, Agadez NER - 3 Semesters
- <experience info>
<city, state/province/territory, country> - 2 Semesters

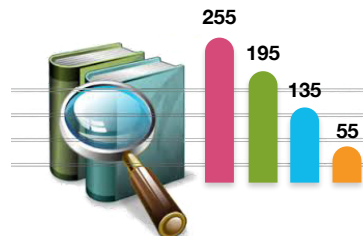


Internships



- Information Technology Intern
MISO, Carmel IN USA - 780 Hours
- Accounting Intern
Eli Lilly, Indianapolis IN USA - 560 Hours

Research Hours



-  Undergraduate Research Opportunity Program
  Some Other Research Program
-  Multidisciplinary Undergraduate Research Institute
  Summer Diversity Scholars Research Program

Official record page 2 of 2 created on <mm/dd/yyyy>
for <student name> <student ID>

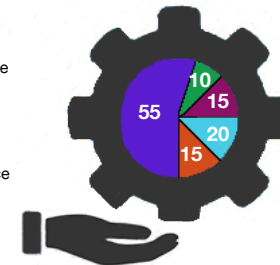
Leadership



- Fraternity Treasurer, Phi Delta Theta
IUPUI Indianapolis IN USA - 4
Semesters
- Fraternity Vice President, Phi Delta
Theta
IUPUI, Indianapolis IN USA - 2
Semesters

Service Hours

-  Family, School & Neighborhood Engagement
-  Alternative Break Trip Leader
-  Community Service Leaders
-  Alternative Break Co-Coordinator
-  Community Service Scholars



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Widgets – three-dimensional records: LaGuardia Community College badges



Career Readiness Meta Digital Badge

Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

LaGuardia Core Competencies: Inquiry and Problem Solving and Global Learning

Student Affairs Developmental Experiences: Teaching Behaviors for Personal and Professional Success

Widgets – three-dimensional records: LaGuardia Community College badges

1. Embedded content available by clicking on the badge to see links to additional information
2. E-portfolio used at LGCC to record student achievements
3. Some of the assets available are video reflections by students that capture the learning outcomes of internship and other experiences

Widgets - three-dimensional records: Stanford



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      <LastName>DeMarzo</LastName>
    </Name>
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Stanford University

Registrar's Office
Student Affairs

Credential Validation

powered by **CeCredentiaL TRUST** Validated 03-06-2017 at 11:00 AM, Pacific Standard Time

Certificate ID:	1680-6219-J8E5
Student Name:	John Doe
Conferral Date:	03/08/2016
Certificate Name:	LEAD Certificate: Corporate Innovation

LEAD CERTIFICATE: CORPORATE INNOVATION

The Stanford LEAD Certificate: Corporate Innovation is a year-long, 8-course program on key business fundamentals: finance, strategy, and critical thinking, as well as elective options such as design thinking and the innovation process, building business models, negotiation strategies, and overcoming resistance to change. Throughout the program, participants exchange ideas and collaborate on projects with small teams of like-minded, like-motivated peers, and engage with world-renowned Stanford GSB faculty, Silicon Valley leaders, coaches, thought leaders, and luminaries through regular live events, discussions, and facilitated feedback.

Program Learning Outcomes

- Apply foundational financial and logical analysis to understand and develop organizational strategy
- Collaborate with a diverse, global executive cohort to analyze existing companies' successes and challenges related to corporate innovation
- Develop and refine leadership skills to further one's innovative impact by incorporating faculty and coach feedback
- Integrate course concepts to create and manage change in one's own organization

[Print My Program](#) [Visualize](#)

Financing Innovation: The Creation Of Value	3 CEUs
Outcomes/Cognitive Skillset	Course Instructor
<ul style="list-style-type: none">Understand and use the principles of capital budgetingBuild a financial model using the discounted cash flow, weighted average cost of capital methodUse the model to evaluate a project, understand the sources and drivers of its value, and optimize resource allocationUse multiples and DCF methods to value a firm and determine the main influencers on the stock's share priceAnalyze capitalization tables and calculate key terms in venture capital financing	
Critical Analytical Thinking	3 CEUs
Outcomes/Cognitive Skillset	Course Instructor
Strategic Leadership	3 CEUs
Outcomes/Cognitive Skillset	Course Instructor
The Innovation Process: Design Thinking	3 CEUs
Outcomes/Cognitive Skillset	Course Instructor
Getting (More Of) What You Want	3 CEUs
Outcomes/Cognitive Skillset	Course Instructor
The Innovation Playbook: Designing Stories For Impact	3 CEUs
Outcomes/Cognitive Skillset	Course Instructor
Building Power To Lead	3 CEUs
Outcomes/Cognitive Skillset	Course Instructor
Customer Experience Design: A Neuroscience Perspective	3 CEUs
Outcomes/Cognitive Skillset	Course Instructor

* CEU is continuing education units and is 1 unit equals 10 hours of participation.

CBE records: UM University College

The screenshot shows a web browser window with the address bar displaying 'cbl-local:8080/transcript/#/samples/umuc'. The page header features the UMUC logo (University of Maryland University College) on the left and the student's name 'Peyton Andrews' with ID '94194633' and status 'as of: 06/30/2016' on the right. A red banner across the middle reads 'OFFICIAL TRANSCRIPT' and includes a disclaimer: 'This is an official transcript. Student information is guaranteed unaltered from the source.'

The main content area is titled 'MASTER OF BUSINESS ADMINISTRATION' and 'Organizational Leadership'. It lists two competencies with their respective evidence counts:

- Organize document or presentation clearly in a manner that promotes understanding** (Evidence 1/3)
 - ☐ Present material in clear and/or logical order appropriate to task
 - ☐ Articulate thesis and purpose clearly
 - ☐ Create coherent progress from introduction through conclusion
 - ☐ Distinguish clearly between main points and supporting details
 - ☐ Support thesis and purpose fully
 - ☐ Transition smoothly and develop connections from point to point
- Create and employ multimedia supports, visual aids and/or documents appropriate to the needs of the project, the message and the audience** (Evidence 2/3)
 - ☐ Create coherent progress from introduction through conclusion
 - ☐ Create neat, clear, and professional document and/or multimedia aids

CBE records: UM University College

Organize document or presentation clearly in a manner that promotes understanding

In-Progress Evidence (1/3)

- Present material in clear and/or logical order appropriate to task
- Articulate thesis and purpose clearly
- Create coherent progress from introduction through conclusion
- Distinguish clearly between main points and supporting details
- Support thesis and purpose fully
- Transition smoothly and develop connections from point to point

Create and employ multimedia supports, visual aids and/or documents appropriate to the needs of the project, the message and the audience

In-Progress Evidence (2/3)

- Create coherent progress from introduction through conclusion
- Create neat, clear, and professional document and/or multimedia
- Demonstrate clear, relevant connection between visual/multimedia
- Format document and citations properly
- Provide accurate graphics that fairly depict the information, with

Articulate and frame the issue

- Characterize issue according to its size, scope, incidence, effect
- Identify issue (or research question, problem, etc.)
- Identify required information needed to critically analyze issue
- Identify the underlying causes or conditions of each element contributing to issue

Performance Improvement Using Early Warning

Completed Jun 19, 2016


Performance Improvement Using Early Warning

Completed Jun 19, 2016

Additional Evidence (1)

Pending

CBE records: UW Extension

 **UW flexible option**
UNIVERSITY OF WISCONSIN SYSTEM

Peyton Andrews
Student ID: 1234567
Generated on: 9/30/2016

UW Colleges

COMPETENCY RECORD ⓘ

This competency record is from the University of Wisconsin Colleges Office of the Registrar

PSY 202 - Introductory Psychology **Credits: 3** **Grade: B**
Completed: July 2015

Competencies (6 complete, 6 total)

✓ Explain the basic methods of research used by psychologists and the reasons for these

Mastery

✓ Apply knowledge of physiology to human abilities and limitations

Mastery

✓ Apply basic concepts from development, personality, and social psychology to real-life situations

Mastery

✓ Apply principles of learning and memory theory to everyday life

Mastery

✓ Articulate various dimensions of the nature-nurture question

Mastery


✓ Apply basic theoretical perspectives to real-world problems

Mastery

Less...

BIOL 141 - Heredity **Credits: 3** **Grade: IP**

Order a transcript

 **Print**

CATEGORIES OF COMPREHENSIVE STUDENT RECORD



AUTOMATIC DIRECT
FEED FROM BANNER
TO CSR

DEGREE(S), ACADEMIC
PROGRAM/MAJOR,
COMPETENCIES & COURSES
COMPLETED, BADGES
EARNED, UNIVERSITY
ADDRESSED CERTIFICATIONS



STUDENT SUBMITTED DOCS
VERIFIED BY APPLICABLE
SCHOOL OFFICIAL
THRU WORKFLOW

UNIVERSITY INTERNSHIPS,
ORGANIZATION
MEMBERSHIPS



STUDENT SUBMITTED
DOCS UNVERIFIED
(DISCLAIMER INCLUDED)

PORTFOLIO,
PROFESSIONAL/MILITARY/
WORK CITATIONS, CIVIC &
VOLUNTEER ACTIVITIES,
NON-UNIVERSITY
CERTIFICATIONS

BRANDMAN

University

CHAPMAN UNIVERSITY SYSTEM

[Community Directory](#)
[Career Opportunities](#)
[Happenings & Events](#)
[Network Admin](#)

Network Admin

[Announcements](#)
[User Management](#)

[Back to member listing](#)

Student

Cheryl Nickel

Cherie Nickel (Preferred)

BFA - Business & Professional Studies - Information Technology - 2017

Laguna Beach, CA, US

Email: tenlegs-team+brandman@tenlegs.com Created: 11/11/2016 Last Login: 11/17/2016

Send Message

Administrative Info

Official Student Record

Network Profile

Degrees

BFA - Business & Professional Studies - Information Technology

Badges

Integrated Learning

Details

Global Cultures

Details

Civic Engagement

Details

Innovation and Creativity

Details

Applied Learning

Details

Certifications & Relevant Experience

INTERNSHIP

Court Clerk Internship

Organization: Los Angeles District Court

Date: Nov 2015 - Mar 2016

Details

Competency Listing

Principles and Concepts	STATUS	DATE COMPLE...	CREDITS	Details
General Education	Mastery	Feb 2016	3	

Official University Record (verified)

Integrated Learning

Close

Description:

To earn the Integrated Learning badge, students must show mastery by effectively devising connections between personal experience and academic disciplines. Specifically, students:

- Evaluate individual, organizational, and social behavior;
- Apply the principles and methods of the natural sciences;
- Understand consumer behavior fundamentals and promotional practices;
- Investigate global problems and develop possible solutions;
- Understand the Impact of organizational dynamics on performance.

Criteria:

In order to earn the Integrated Learning badge, students must master the following competencies:

- Behavior and Cognition
- Methods and Applications
- Fundamentals of Consumer Behavior
- Social Systems
- Organizational Dynamics

To master each competency, students completed a series of formative assessments along with either an objective or performance-based final assessment.

Summary view with click to open metadata:

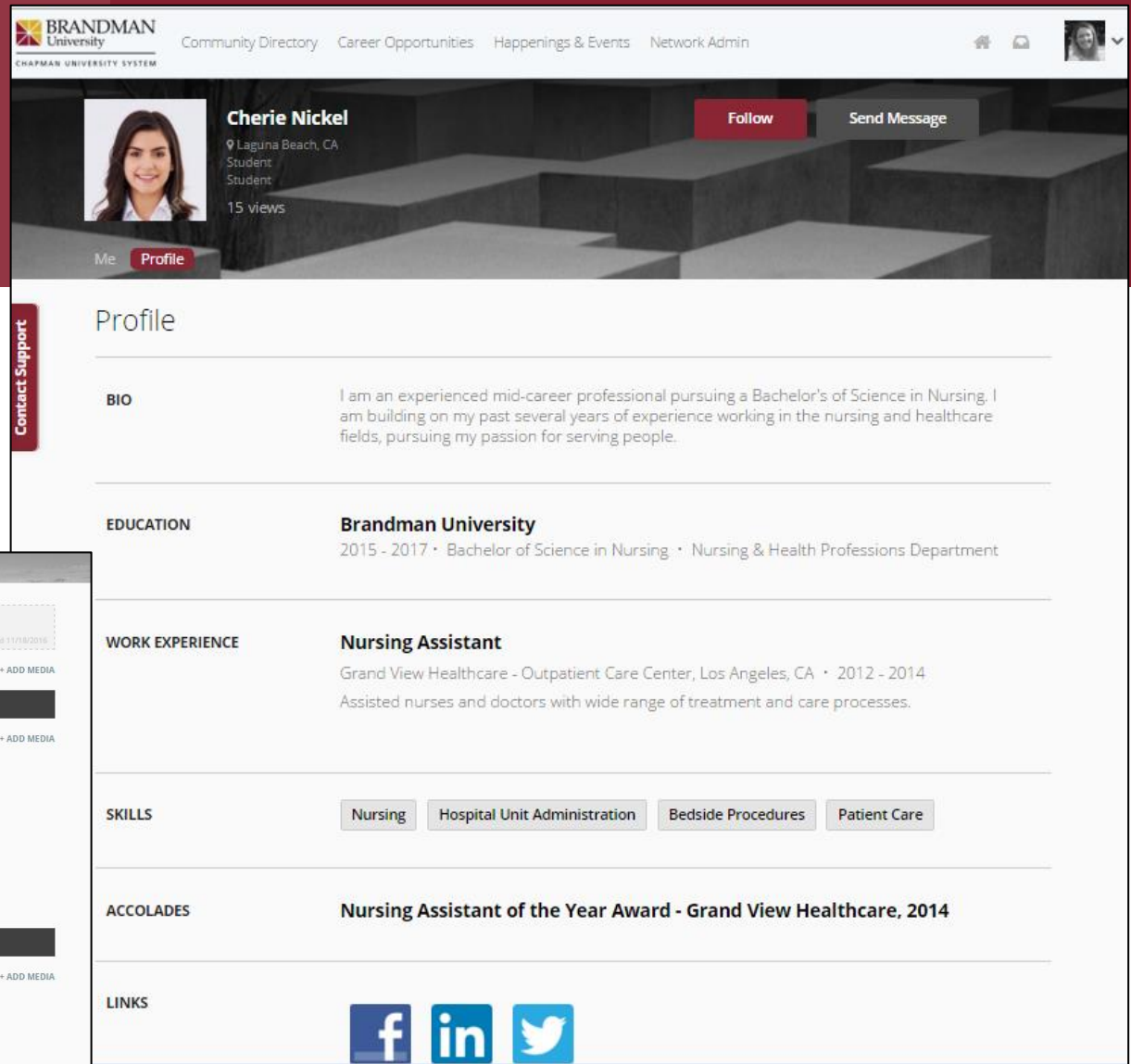
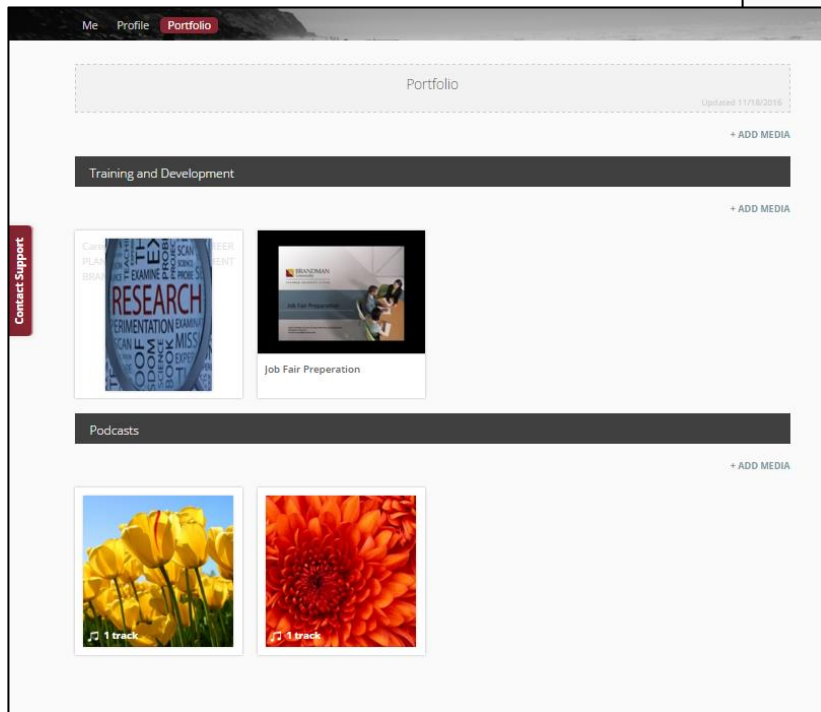
- Description
- Criteria
- Evidence

Student Loaded (Unverified)

Professional profile & portfolio

Externally shareable links & printable

Ability to create multiple versions tailored for unique career fields



Recording and Tracking: University of South Carolina

The student selects the records she/he would like to display on the Experiential Learning Transcript ELR)

Student Engagements my.sc SSC Engagements ELR

Beyond The Classroom Matters
BLACK, GARNET ANNE

New Experiential Learning Record
Select the Engagements to show on this ELR
Select All | Select None
Fall 2016

☒ Homecoming Commission

☒ Study Abroad: Workshop - Articulating Transferable Skills

☒ University Ambassador

Summer 2016

☒ Study Abroad: Global USC

Spring 2016

☒ Alternative Break Participant

☒ Community Internship Program (CIP)-Part-time

☒ Discovery Day Presenter

☐ Financial Literacy Consultation

☒ Magellan Ambassador

Fall 2015

☐ Career Coaching Appointment

☒ Undergraduate Research - Magellan Scholar

Spring 2015

☐ Supplemental Instruction - BIOL 541 (3 sessions)

Fall 2014

☐ Academic Coaching Appointment

☐ Financial Literacy Consultation

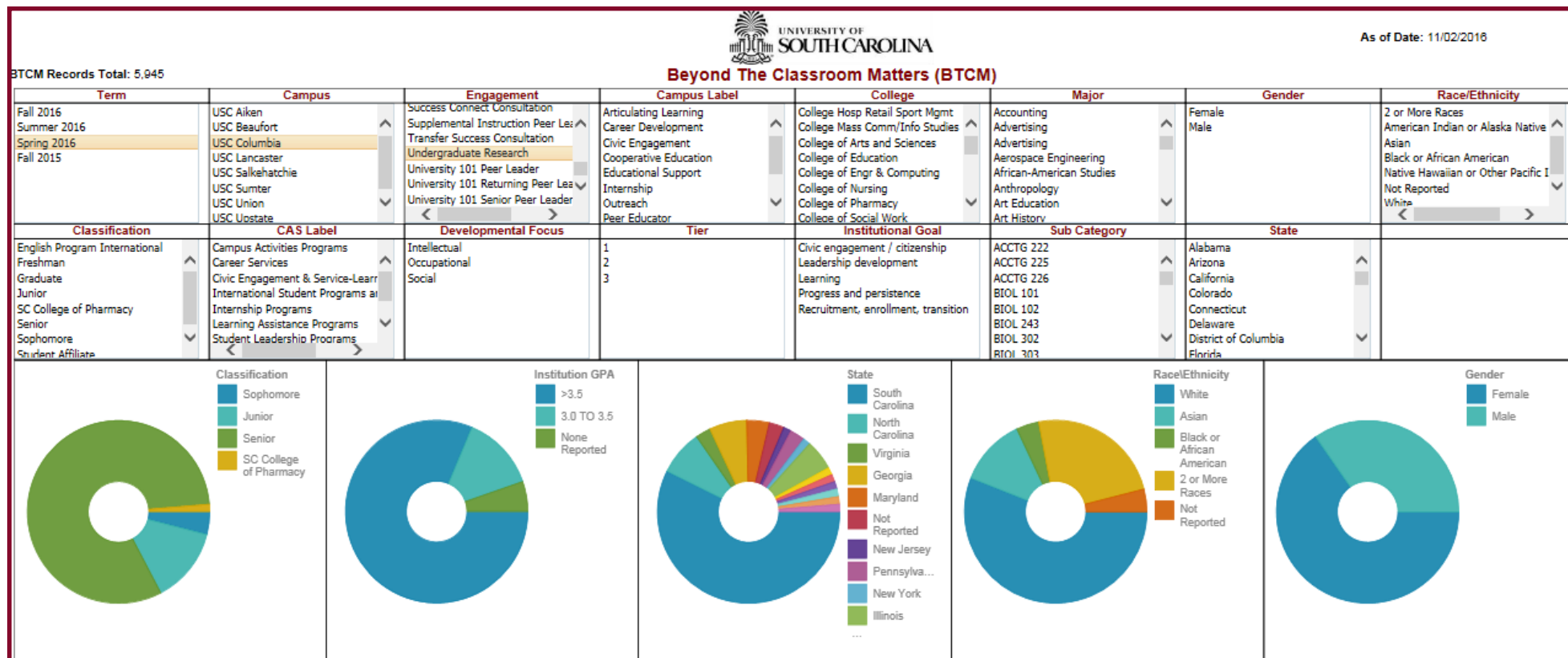
Engagements with multiple sessions of attendance can only be added once to the ELR.

Select the format for this ELR
Term/CAS Label ▼

Enter a name for this ELR

Save

Recording and Tracking: University of South Carolina



Additional Resources

1. Publications:

- Core Concepts of SEM (Sigler, 2017)
- The Handbook of Strategic Enrollment Management (Hossler, 2014)

2. Conferences:

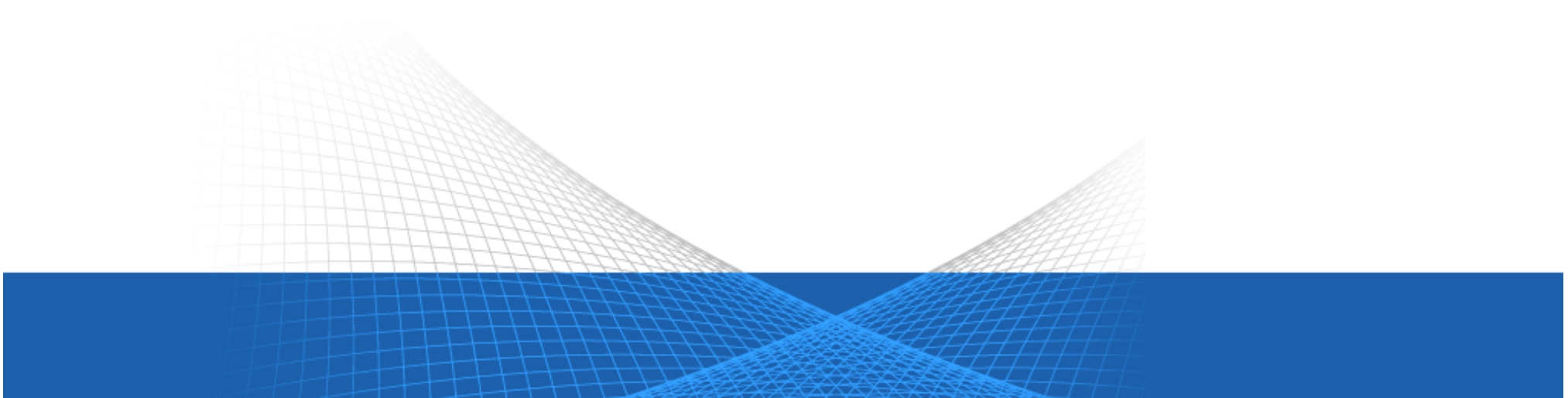
- SEM XXVII, Phoenix, AZ, October 29– November 1, 2017

3. Training:

- Essentials of SEM online course
- SEM-EP online courses
- AACRAO on the Road, October 9-10, Chicago, IL



Questions and Discussion



Thank you!

Tom Green, Ph.D.

Associate Executive Director, Consulting and SEM

AACRAO

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Jim Bouse

Director of Enrollment Management Technology

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