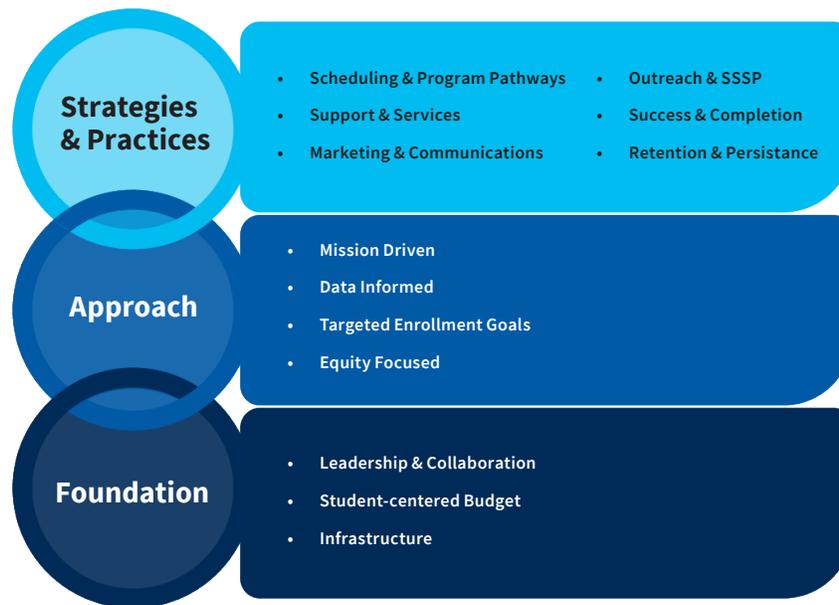**About This Tool.** The SEM Institutional Self-Assessment has been designed as a tool for assessing the current state of strategic enrollment management (SEM) at a college or district. This tool can be used throughout the various stages of SEM development and implementation including; getting started with SEM, implementing SEM strategies and practices and evaluating SEM strategies and practices after implementation.

Each of the items in the SEM Institutional Self-Assessment is organized by the three dimensions found in the SEM Organizing Framework: Foundation, Approach and Strategies and Practices. The items are then grouped into one of the thirteen components that describe the Framework so as to provide a holistic perspective and assessment of SEM efforts at your college or district. Each set of items in the SEM Institutional Self-Assessment provides the bundle of attributes that define SEM by components and overall, and thus may be used to assess aspects of SEM efforts, as well as collective SEM efforts overall.

SEM Organizing Framework

Suggestions for Using This Tool. The SEM Institutional Self-Assessment is essentially a guide for discussions, whereby the items in the Self-Assessment are prompts to help the end-users explore the various aspects of SEM. The Self-Assessment is best used with a representative group of college faculty, staff, administrators and students, inclusive of the various academic and non-academic units and departments from across the campus. It is critical that there are multiple and varied perspectives contributing to the assessment which will help provide ideas for linking SEM strategies and practices across other institutional strategies and practices.

Instructions: Using the agreement scale provided, participants independently respond to each statement in the Self-Assessment to describe their college's current state of SEM. Participants record their responses in the shaded column to the right of the statement, and then note their college's current strengths (e.g., related strategies and practices being implemented that are proven effective), as well as opportunities for improvement (e.g., related strategies and practices that are needed or that need improving).

1- DISAGREE 2- SOMEWHAT AGREE/DISAGREE 3- AGREE 0- I DON'T KNOW

FOUNDATION	**I. LEADERSHIP AND COLLABORATION**		
	1. My college uses a SEM leadership group, office or individual to organize, plan and/or track the implementation of strategic enrollment management strategies and practices.		
	2. My college has a shared commitment with all constituent groups (e.g. instructional faculty, support staff & administrators) to optimize enrollment and improve student success.		
	3. My college has an enrollment management planning process that is integrated with the college's strategic goals, planning cycle, and the budget decision-making process.		
	II. STUDENT-CENTERED BUDGET MODEL		
	4. The college/district budget decisions take into consideration my college's SEM goals by intentionally supporting SEM efforts.		
	5. Budget allocation at my college/district is aligned with the principles of the Student Centered Funding Formula (e.g., evaluated in part on how well we support student access, retention and success.		
	6. Funding of instructional support efforts at my college takes into consideration FTES generated when students persist in subsequent terms.		
	7. Instruction and Fiscal at my college work together to determine FTEF allocation needed to meet the college/district SEM goals.		
	III. INFRASTRUCTURE (POLICIES, TECHNOLOGY, & FACILITIES)		
	8. When the Office of Instruction (or other oversight entity) at my college reviews room utilization data, they take into consideration some or all of the following: classroom reallocation decisions based on enrollment, waitlists and fill rates, modality and demand for day/evening classes.		
	9. Software and/or technology systems are being used to provide information for scheduling facilities in order to respond to demand and changes in enrollments and course offerings (e.g., changes in lab and classroom space to accommodate enrollment demands).		
	10. The policies and procedures at my college support and promote enrollment optimization (e.g., admissions and registration policies and procedures, placement protocols, certificate and degree attainment, transfer and the graduation application processes).		
	11. The technology at my college is adequate to support and facilitate a smooth enrollment process for students (e.g., registration, website, and education planning).		
APPROACH	**IV. MISSION-DRIVEN**		
	12. The SEM goals, strategies and practices align with our institutional mission and goals.		
	13. The SEM goals align with the Chancellor's Office Vision for Success goals.		
	V. DATA-INFORMED		
	14. Data are used widely and extensively at my college to establish and measure enrollment goals.		
	15. My college regularly uses course and program success and completion data to evaluate student improvement.		
	16. My college uses key performance indicators, measures and benchmarks to track outcomes of all students, as well as specific targeted student groups.		

1- DISAGREE 2- SOMEWHAT AGREE/DISAGREE 3- AGREE 0- I DON'T KNOW

APPROACH	**VI. TARGETED ENROLLMENT GOALS**		
	17. Overall enrollment/FTES goals are established and tracked at my college.		
	18. My college has established enrollment/FTES goals for targeted student groups, e.g., First year students, basic skills, online and CTE students.		
	VII. EQUITY-FOCUSED		
	19. My college makes concerted efforts to serve all students equitably in order to close access and achievement gaps.		
STRATEGIES & PRACTICES	**VIII. SCHEDULING & PROGRAM PATHWAYS**		
	20. The courses and programs at my college meet the needs of the students, the community, and the job market.		
	21. My college regularly uses course and program enrollment demand data to inform scheduling decisions.		
	22. The approach my college has taken to develop and implement Guided Pathways will provide students with clear program maps that will lead to program completion, transfer and/or a career.		
	23. My college considers scheduling options to meet the needs of specific targeted student groups.		
	24. My college implements Guided Pathways strategies and practices that help mitigate equity gaps.		
	25. My college has a student-centered schedule development process, which ensures students can enroll in the courses to complete their educational pathway.		
	IX. RETENTION & PERSISTENCE		
	26. My college implements scalable strategies and interventions to improve retention and persistence.		
	27. My college implements retention and persistence strategies that are specific to the targeted student groups identified in our enrollment goals.		
	X. STUDENT SUPPORT & SERVICES		
	28. The student support services at my college promote student access and success for all students, as well as for targeted student groups.		
	29. My college provides support to students to help them manage their enrollment, including the impact of financial aid policies on their lives and their overall college experience.		
	30. Instruction and support services faculty and staff have developed appropriate interventions and support for students throughout their program pathways.		
	XI. MARKETING & COMMUNICATIONS		
	31. My college uses marketing and communications strategies to promote a positive image in the community that helps garner enrollments and expand external partnerships.		
	32. Marketing and communication strategies at my college are integrated into the SEM planning efforts.		
	33. My college employs effective means of communication with the students, staff, faculty, and the community.		

1- DISAGREE 2- SOMEWHAT AGREE/DISAGREE 3- AGREE 0- I DON'T KNOW

STRATEGIES & PRACTICES	**XII. OUTREACH & SSSP**		
	34. Recruitment efforts at my college help make the on-boarding process (e.g., orientation, placement and education planning) smooth for incoming students.		
	35. The admissions policies and practices at my college are regularly reviewed for ways to improve the registration and on-boarding processes, which helps to maximize potential enrollments.		
	36. All students at my college receive clear guidance and communication about their options to enroll in English and mathematics courses.		
	XIII. SUCCESS & COMPLETION		
	37. My college regularly assesses the effectiveness of our student success strategies and practices.		
	38. My college regularly looks for ways to improve success strategies for targeted student groups.		
	39. Success strategies at my college address the entire student experience/pathway, not just the first year experience.		