

SEM Plan | 2017 - 2019

Strategic Enrolment Management Plan

Submitted by SEM Works

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I. Introduction

In alignment with the Provincial Strategic Mandate Agreement, the University of Windsor has set a course to enhance both new student enrolment and its retention of current students (undergraduate and graduate). Over a five-year period (Fall 2017 – Fall 2021), the conservative potential suggests total enrolment growth of 685 students (+686 FT and -1 PT), and the aspirational potential represents nearly double that growth rate (1,251 students, +1179 FT and +72 PT). With that said, enrolment growth will not be immediate at the undergraduate level, and thus, overall enrolment will decline before increasing. Before enrolment grows, the University of Windsor must recover from recent deficits in 1st year undergraduates (FT 2,774/PT 264 in 2016 vs. FT 3,191/PT 380 in 2014), 2nd year undergraduates (FT 2,632/PT 281 in 2016 vs. FT 2,976/PT 359 in 2014), and 3rd year undergraduates (FT 2,779/PT 481 in 2016 vs. FT 2,851/PT 519 in 2014). This will take time and can only be accomplished with significant increases in new undergraduates and improved retention throughout the duration of this SEM Plan and beyond.

Consequently, for the first few years of this SEM Plan, overall enrolment is expected to decline further, but this decrease will likely be minimized by the continued growth of graduate students (primarily masters students) and an increased number of new undergraduates. Rapid growth is expected to begin in Fall 2019 for aspirational potential and Fall 2020 for conservative potential—principally due to the successful implementation of SEM Plan strategies. Both levels are directly correlated to and dependent upon rebuilding base enrolments in years 1-3 undergraduate cohorts as a result of an increase in new students and to a lesser degree, retention gains over multiple years.

With these enrolment challenges in mind, the need for a strategic approach to enrolment management has been identified as an institutional imperative to position the University for enrolment success and financial vitality into the future. Strategic enrolment management is largely about changing the campus culture to adopt a heightened marketing, recruitment, retention, service orientation, and academic program relevance—at both the tactical and strategic levels. Presented herein are the strategies, which will shape our enrolment management efforts over the three-year period from Spring 2017 through the end of the 2019 calendar year.

Following is a description of the background to the development of this SEM Plan.

A. Planning Background

The enrolment planning process that was adopted by the University's leadership involved four phases: discovery, enrolment potential analysis, planning, and a written SEM plan.

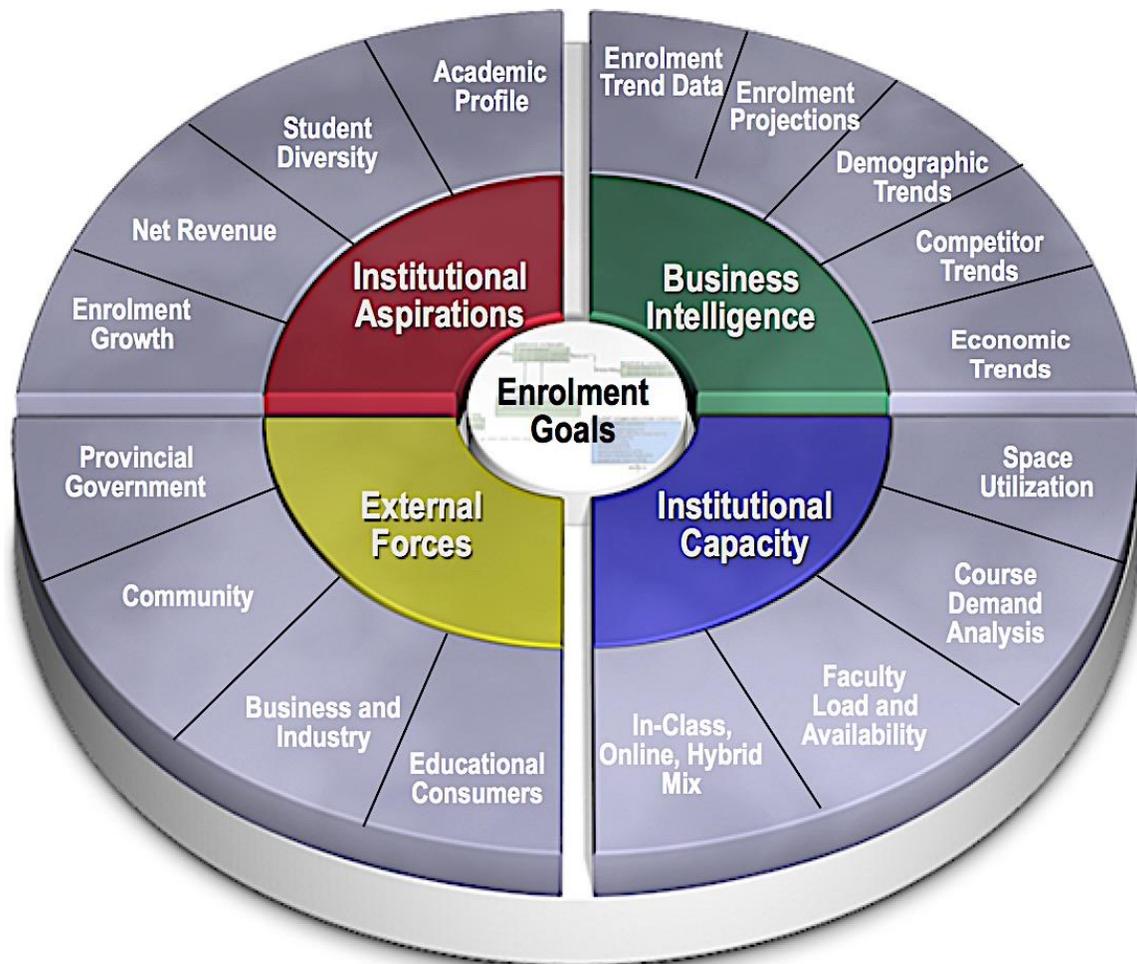
Phase One (DISCOVERY) involved: (a) a *Situational Analysis* of the University's environmental context (internal and external) based on a review of available University-supplied information (i.e., Strategic Mandate Agreement, organizational structures, enrolment trends, prospective student communications, and related research); (b) an onsite comprehensive review of the existing enrolment functions and strategies relative to best practices in enrolment management followed by a webinar report of findings and recommendations; and (c) primary market research (Market Opportunity Analysis) designed to identify the University's market position relative to competitors and inform the targeted development of enrolment strategies.

During the **onsite review**, SEM Works' consultants, Dr. Jim Black and Mr. Ken Steele, conducted a series of facilitated meetings with a broad representation of campus constituents (faculty, staff, administrators, and students). A research method known as "triangulation" (defined as three or more observation points validating the same finding) was used to validate the findings from the combination of information sources. From this review, the consultants presented an analysis of the University's enrolment context, from which gaps and strategic opportunities were identified through a webinar report.

Working in partnership with the University of Windsor, CCI Research and SEM Works designed and administered a survey (**Market Opportunity Analysis**) with the purpose of garnering insights on prospective student demand for the University's programs (existing and new) and perceptions of the institution's positioning relative to competitors. These insights informed the development of targeted strategies for student recruitment, marketing, and communications. An Executive Summary of the Market Opportunity Analysis Report is presented in *Appendix A*.

Phase Two (Enrolment Potential Analysis) consisted of a data-driven, stakeholder-informed approach to establishing a realistic perspective regarding enrolment potential. Strategies in the SEM Plan are aligned with and support the attainment of approved enrolment potential. The methodology incorporated a systems perspective using four lenses in determining proposed enrolment potential: (1) a clear articulation of institutional aspirations, (2) available business intelligence, (3) an analysis of institutional capacity, and (4) an understanding of external forces (e.g., Strategic Mandate Agreement). *Figure 1* depicts some of the variables used to determine enrolment potential for each of the major elements of the analysis.

Figure 1: Enrolment Potential Model

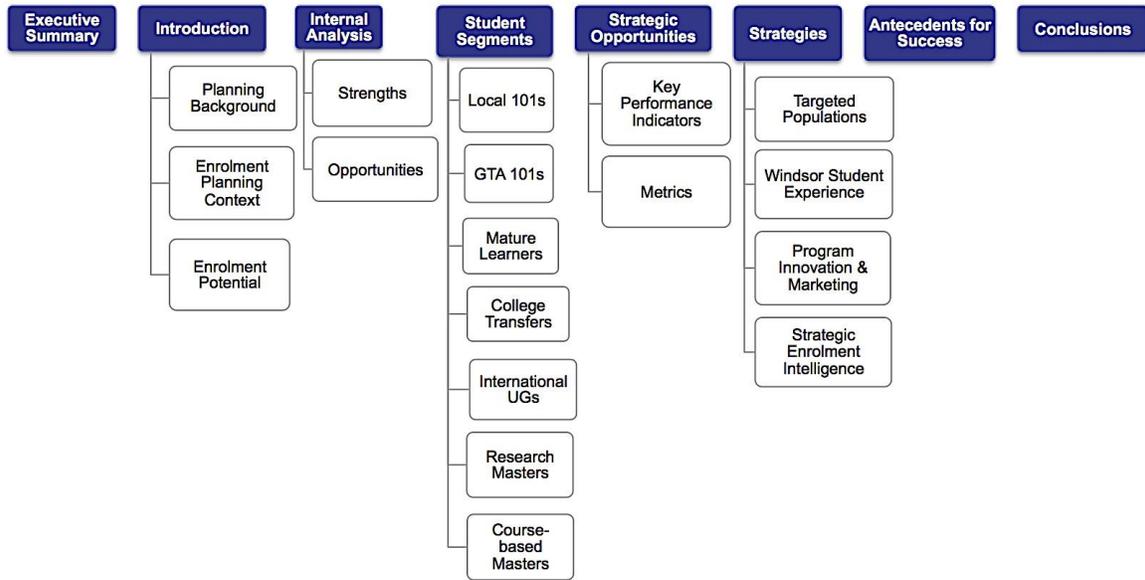


Phase Three (PLANNING) included: (a) vetting of the consultants' recommendations related to identified strategic opportunities (b) the formulation and approval of SEM planning principles designed to guide strategy development and inform strategy prioritization; (c) the prioritization of high priority student segments leveraging internal enrolment trend data and environmental scan research provided by the consultants; (d) directional enrolment goals; and (e) strategy development sessions with University teams. See *Appendix C* for a listing of SEM Steering Committee and strategy team members.

During two follow-up visits, Dr. Black assisted each strategy team in the identification of gaps, opportunities, and best practices. The deliverables from the strategy development process were detailed strategies associated with the assigned area of "strategic opportunity", along with an actionable critical path plan for implementation. The focus of the recommended strategies from the work of each team was on maximizing return on investment (ROI) of institutional resources.

The SEM Steering Committee vetted the recommendations from the strategy teams. Approved strategies have been infused into this plan and represent the core of the plan. *Figure 2* depicts the overall framework and elements that comprise this SEM Plan, the details of which are presented in the sections that follow.

Figure 2: Integrated SEM Plan Elements



Phase Four (WRITTEN SEM PLAN) integrated the elements of the first three phases into a comprehensive and actionable SEM Plan. The elements of all four phases that led to this SEM Plan are presented in *Figure 3*.

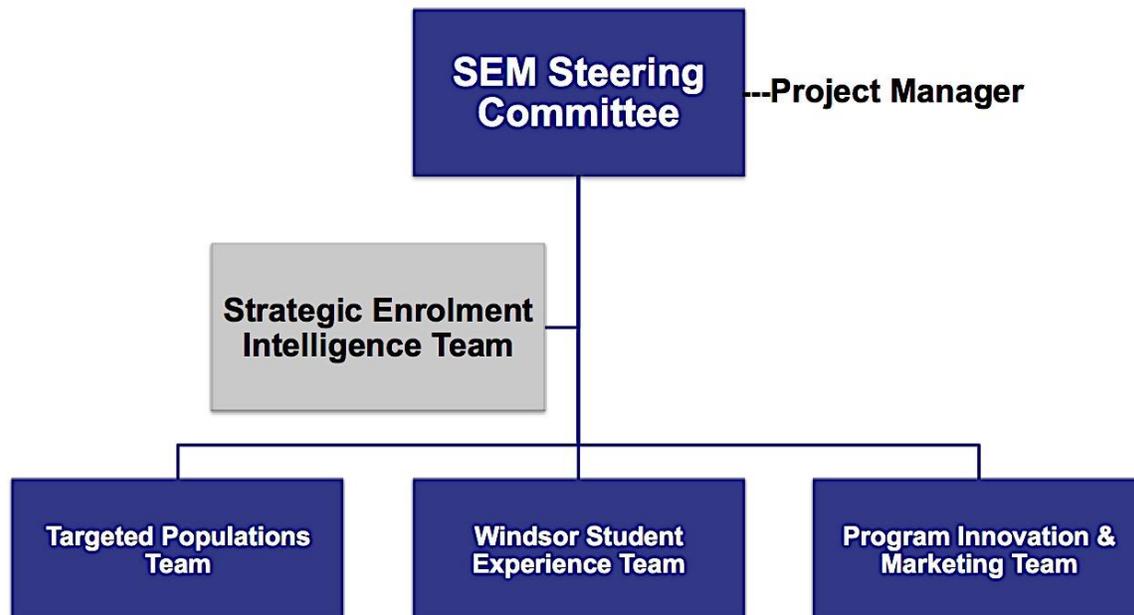
Figure 3: University of Windsor Enrolment Planning Process



A-1. Enrolment Planning Structure

The enrolment planning structure depicted in *Figure 4* consists of the SEM Steering Committee, which provides strategic leadership in the development and implementation of the resultant plan, a project manager, one enabling team (Strategic Enrolment Intelligence Team), and three strategy teams corresponding to identified strategic opportunities (Targeted Populations Team, Windsor Student Experience Team, and Program Innovation & Marketing Team). Each team was assigned responsibility for (a) vetting strategies recommended by the consultant, (b) developing new strategies, (c) prioritizing strategies, (d) completing consultant-provided worksheets for each high priority strategy, and (e) defining a critical path to implementation.

Figure 4: SEM Planning Structure



A-2. Planning Principles

Results are measured outside the organization in changed lives and conditions. Therefore, to formulate a successful enrolment plan, the values of each of the University's primary student segments, their influencers (parents, high school counsellors), institutional constituents (faculty, staff), and external stakeholders (government, employers) must be considered, especially in relation to what they expect in results over the long-term. From this perspective, University leaders established **four planning principles** to guide the strategy development and decision-making processes. The foundational principles that follow were framed to reflect, and to be an extension of, the University's commitments as reflected in the institution's mission, vision, and values as well as the Provincial Strategic Mandate Agreement.

1. Where possible, recommended strategies will align with:
 - a. The University's mission, vision, and values
 - b. The Provincial Strategic Mandate Agreement
 - c. The immediate enrolment and revenue generation requirements of uWindsor along with longer term strategies to position the University for the future

2. Recommended strategies will be high impact strategies in terms of (a) the potential number of students impacted by a strategy and (b) the perceived organizational capacity to execute a strategy effectively.
3. Recommended strategies will be learner-centred and respond to demonstrable needs of identified high priority student segments.
4. Where related data and information exist, an evidence-based approach to strategy identification will be utilized.

B. Enrolment Planning Context

In order to place the enrolment potential presented in *Section I-C* of the plan within the University of Windsor's situational context, it is important to first understand the University's historical enrolment trends and the composition of continuing student enrolment. This section presents an overview of Windsor's enrolment, retention, and completion trends.

B-1. New Student Enrolment Trends

In terms of acceptance, yield, and melt rates, Windsor's new domestic undergraduate enrolment patterns in recent years have been predictably consistent. This suggests that an increase in applications would resolve enrolment issues among the domestic undergraduate population. For new international secondary students, the number of applications has increased modestly over the past four years, but enrolments remain minuscule. On the other hand, the number of new international undergraduates enrolling varied over the four-year period, with a significant increase in enrolled students in the fall of 2015.

The number of enrolled domestic and international masters students has steadily increased from Fall 2014 to Fall 2016, with most of the increase accounted for by an increase in the number of applicants and improvements in yield. While doctoral enrolments are relatively small, the number of both domestic and international students enrolling reached a three-year low in the fall of 2016.

The figures that follow depict new student enrolment trends at the University for 101 and 105 students, domestic and international students (undergraduate and graduate).

Figure 5: UG New Student Fall Trends

101 and 105 Headcount

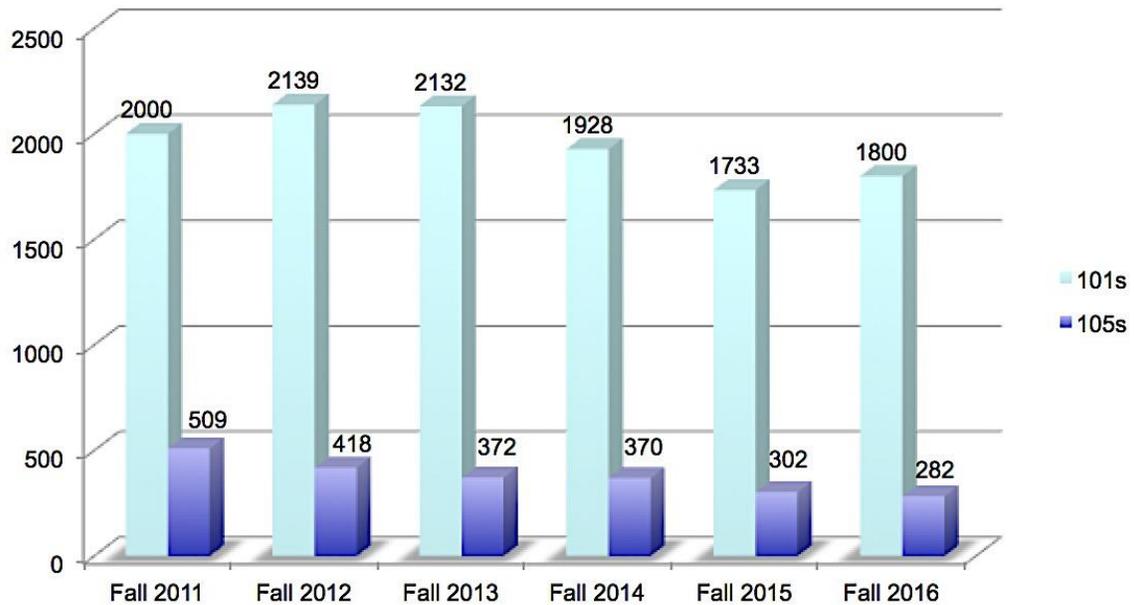


Figure 6: Year 1 101s/Secondary School Trends

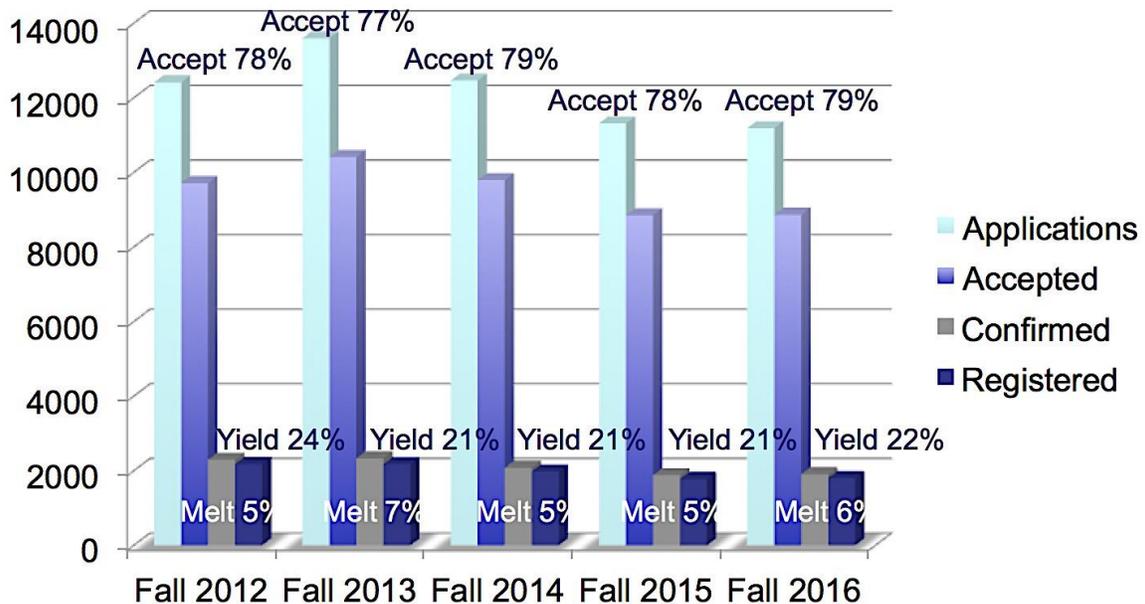


Figure 7: Domestic 105 Trends

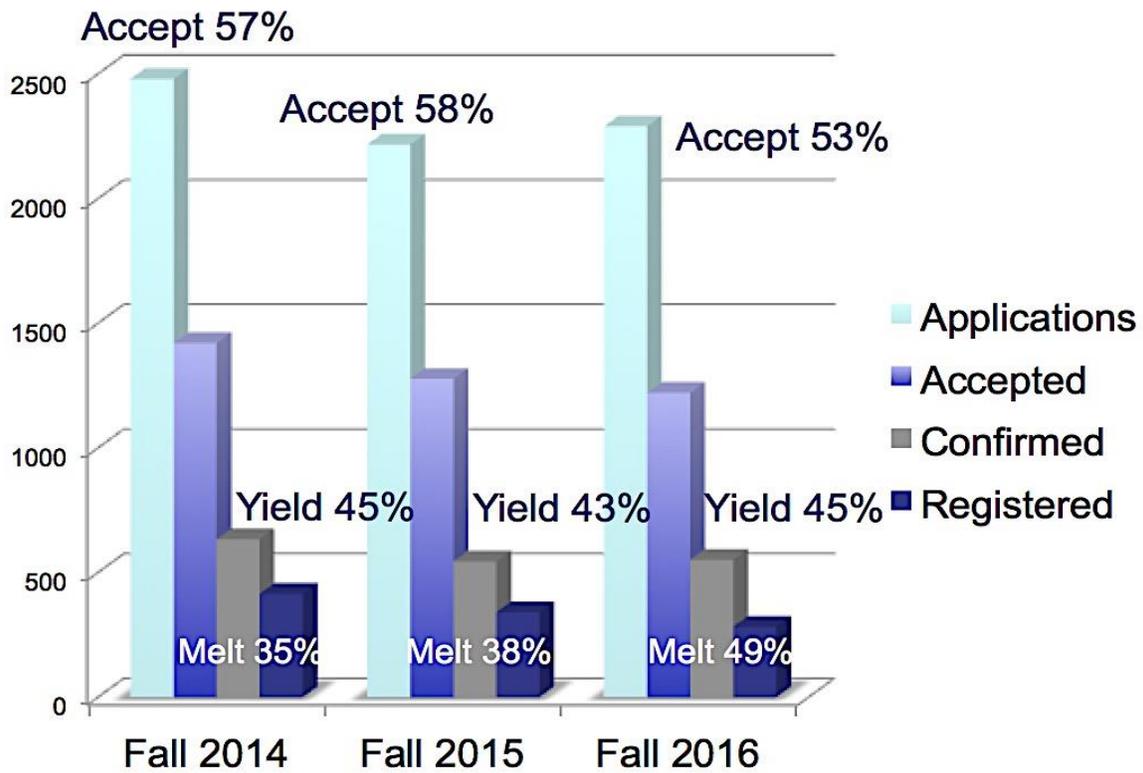


Figure 8: Year 1 International Trends

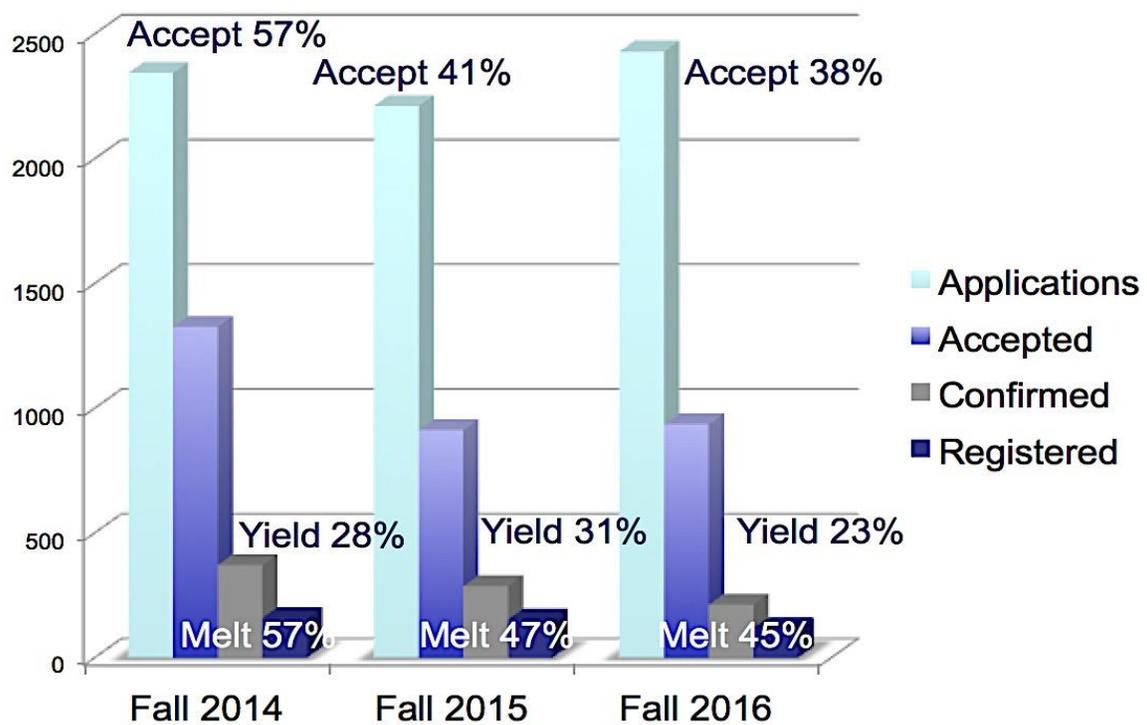


Figure 9: Domestic Masters New Student Fall Trends

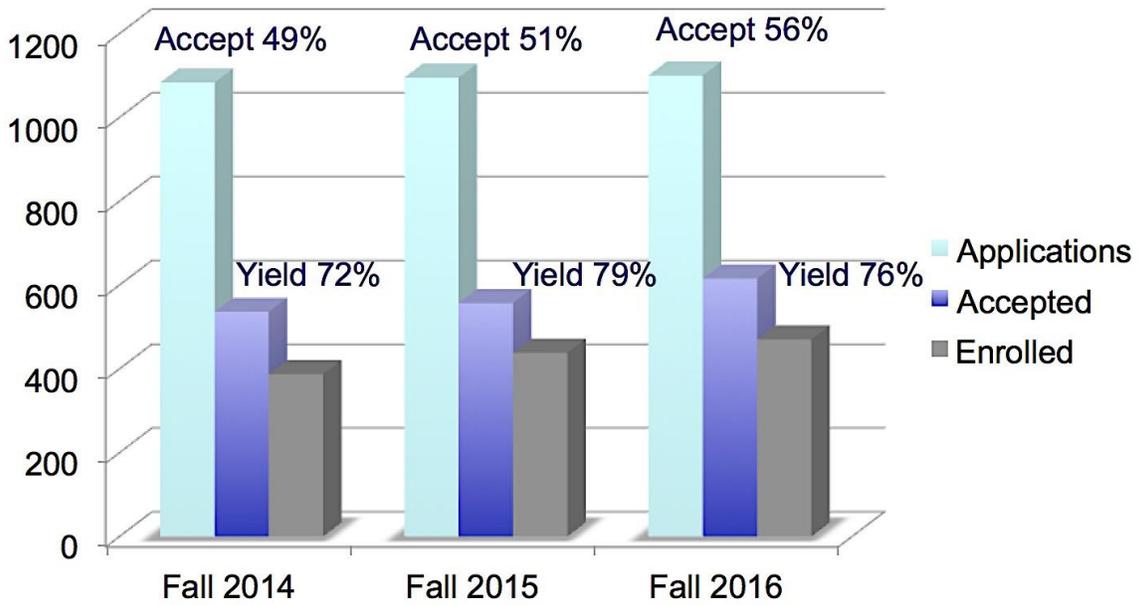


Figure 10: International Masters New Student Trends

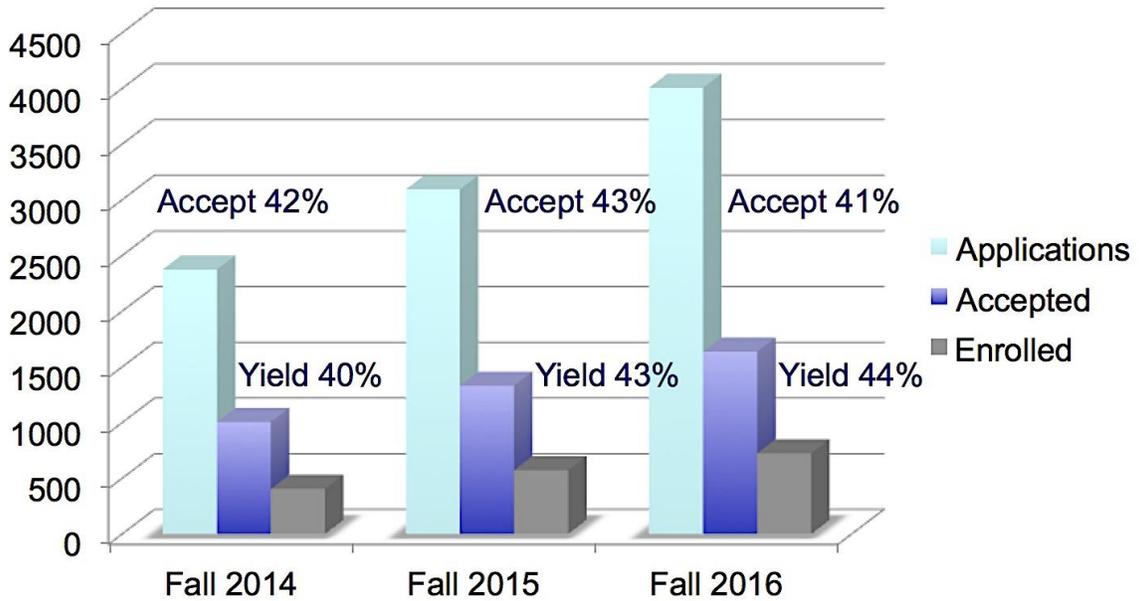


Figure 11: Domestic Doctoral New Student Fall Trends

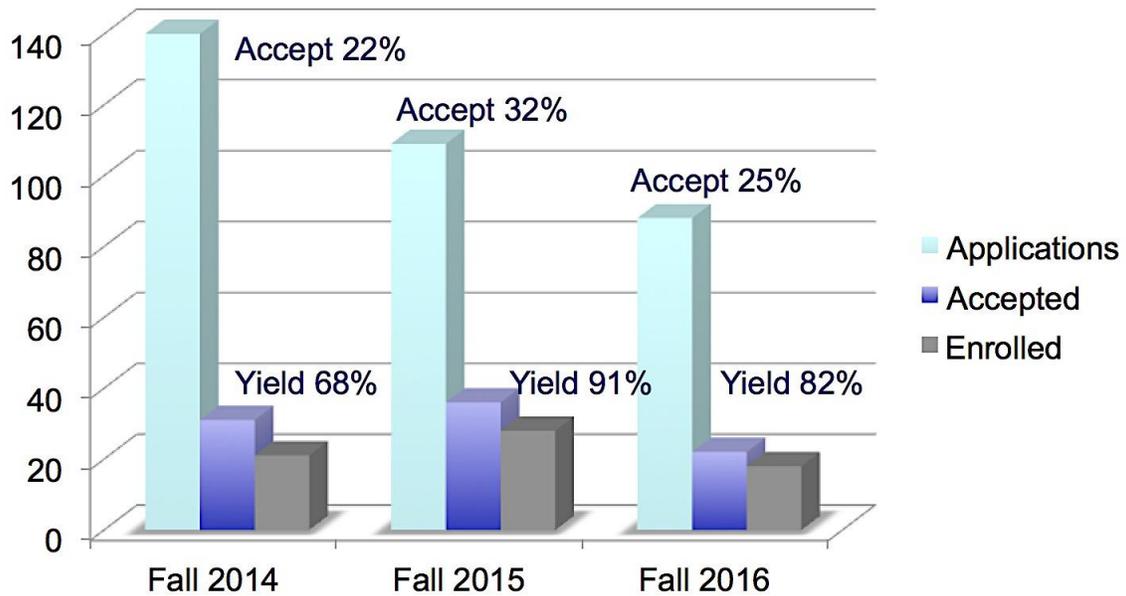
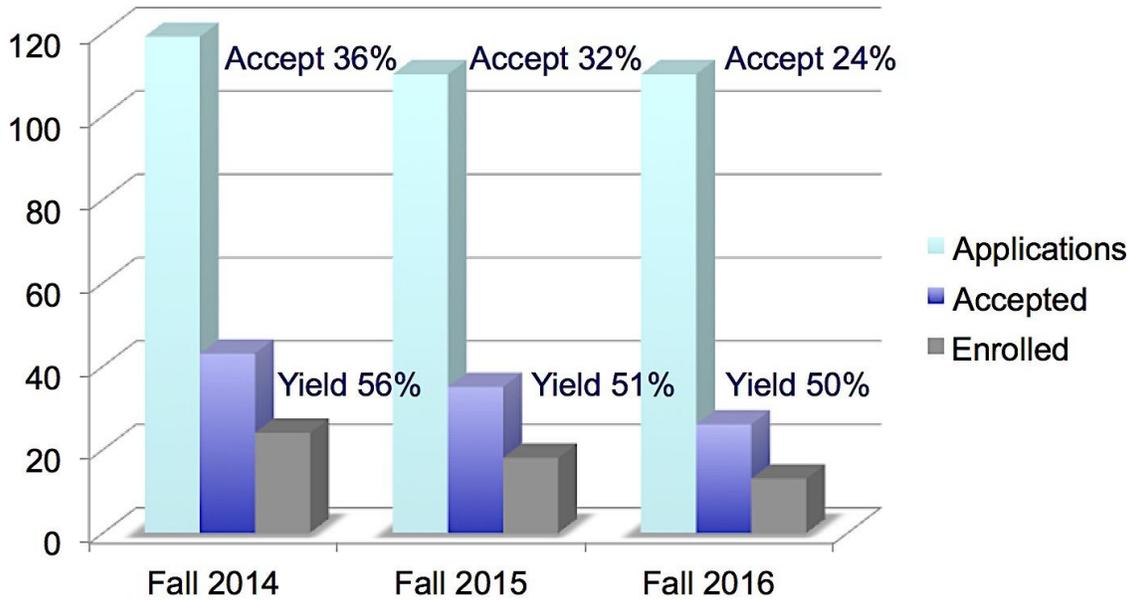


Figure 12: International Doctoral New Student Fall Trends



B-2. Retention and Completion Trends

Retention and completion trends are presented in *Figure 13* for domestic undergraduates, and retention and completion rates for international undergraduates are reflected in *Figure 14*. These figures represent fairly consistent patterns with the exception of a significant drop in the retention of the Fall 2013 cohort of international undergraduates. In *Figures 15* and *16* a comparison of retention rates at Ontario Universities is depicted. This comparison illustrates that the University of Windsor is lagging behind peer institutions within the province in most years.

Figure 13: UG Domestic Student Retention Rates

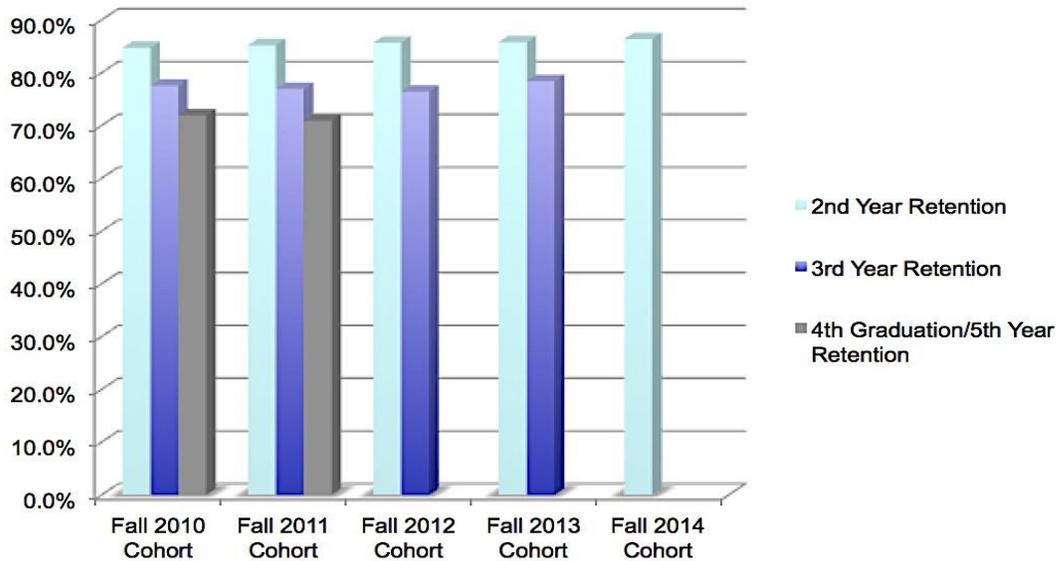


Figure 14: UG International Student Retention Rates

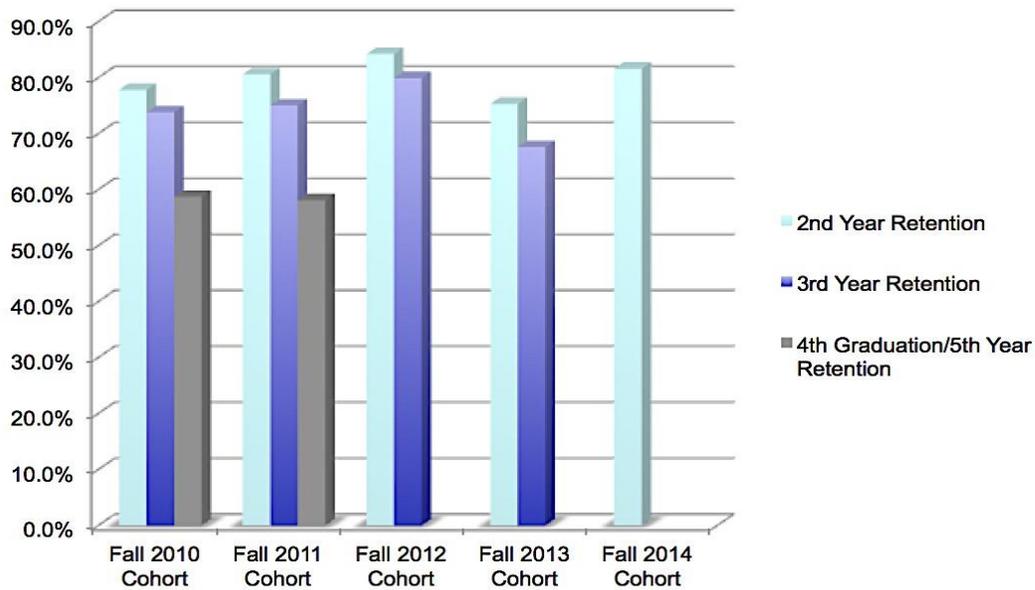


Figure 15: First-to-Second Year Retention Rates of Ontario Universities

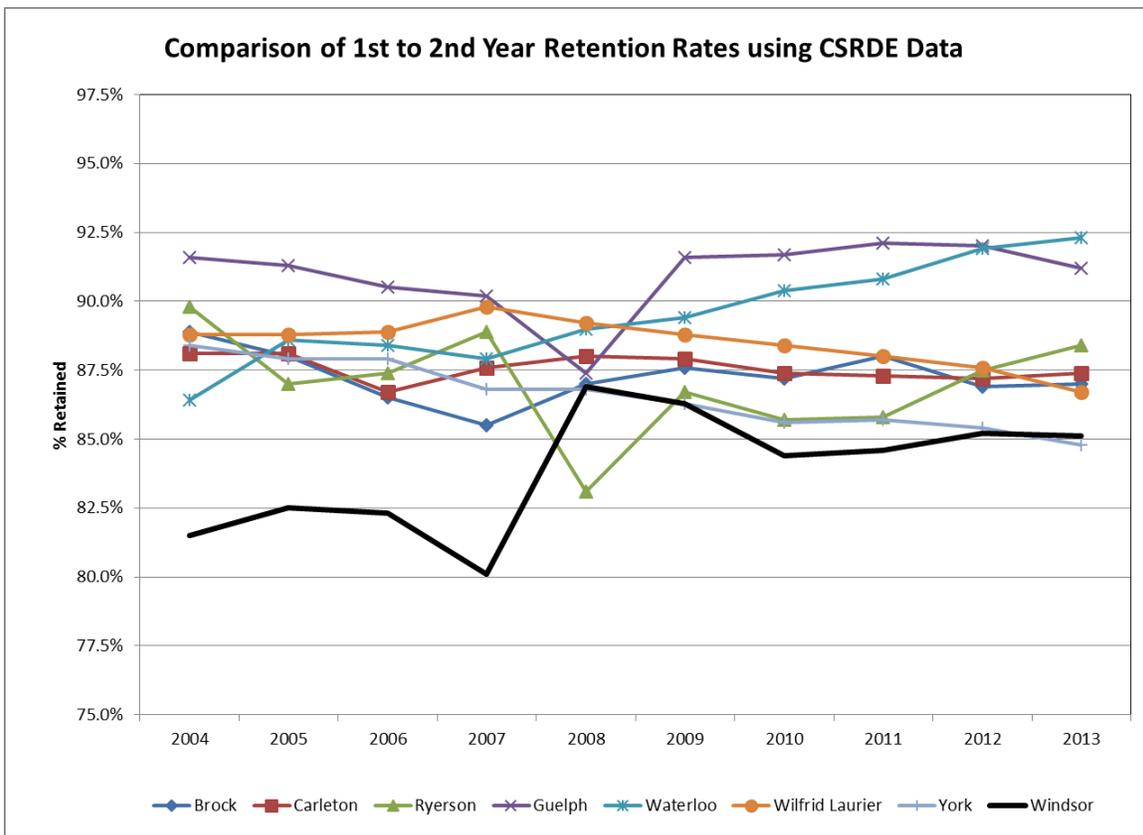
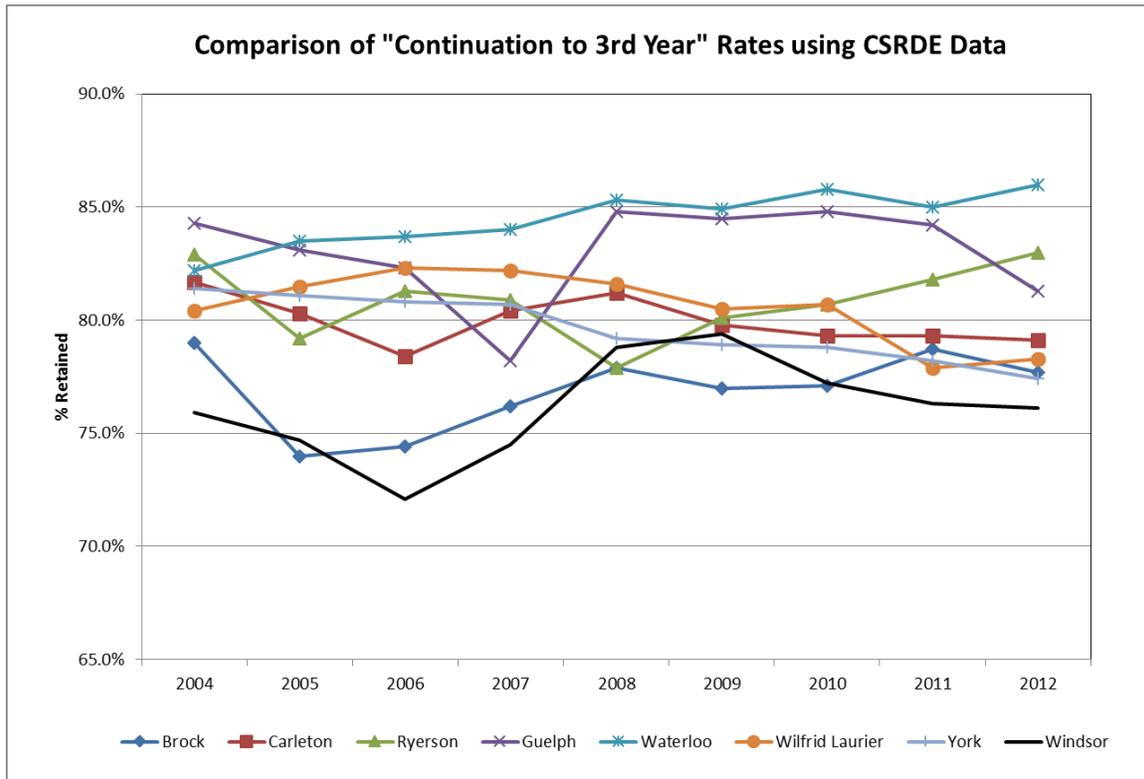


Figure 16: Continuation to Third Year at Ontario Universities



Within today’s increasingly competitive environment, the University of Windsor, like most institutions, is not immune to the forces of environmental conditions or to changes in the marketplace. The rapidity and complexity of change resulting from demographic shifts, rising costs, declining funding, technology advances, to name a few market forces, has created a context in which many (if not most) institutions have been challenged to reconsider traditional models across all aspects of operation. To effectively anticipate and respond to the dramatic changes that have and will likely continue to affect our future, we have recognized the need to reconceptualize the enrolment management function from what was once considered a tactical function, to one that is strategic in orientation, and an integral component of institution-wide planning and resource management processes.

Mobilizing a campus community around a **common purpose** is the secret to producing dramatic, sustainable enrolment results. Therefore, the SEM planning process represents the starting point for organizing around a common purpose—what is referred to as **strategic opportunities** throughout this plan.

In addition, explicit enrolment performance outcome measures, referred to as **KPIs** have been identified for each strategic opportunity, along with associated metrics for measuring the return on investment (ROI) of strategies implemented and to foster a culture of evidence in decision-making.

C. Enrolment Potential

SEM is about bringing alignment between the University's enrolment (i.e., size, quality, diversity, mix) and the changing external environment within the context of the institution's strategic development directions, such as those defined in the Strategic Mandate Agreement; capacity conditions; and financial imperatives. In consideration of these imperatives, the enrolment potential analysis methodology approved by the University and applied by SEM Works involved a comprehensive, data-driven approach that incorporates a systems perspective using four lenses in determining proposed enrolment potential: (1) a clear articulation of institutional aspirations, (2) available business intelligence, (3) an analysis of institutional capacity, and (4) an understanding of external forces.

Applying this methodology, two enrolment scenarios have been developed for consideration by University leaders: (1) conservative and (2) aspirational. A high-level view of each scenario is depicted in *Figures 17* and *18* for new students and *Figures 19* and *20* for new and continuing students.

Figure 17: Conservative New Student Enrolment Potential

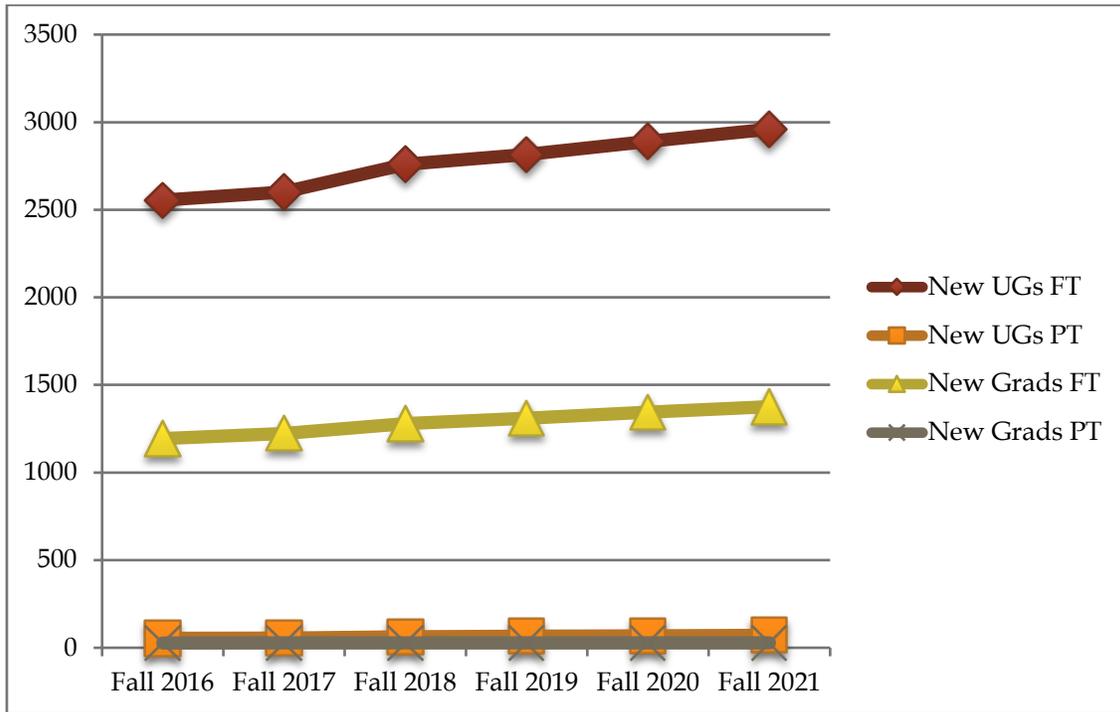


Figure 18: Aspirational New Student Enrolment Potential

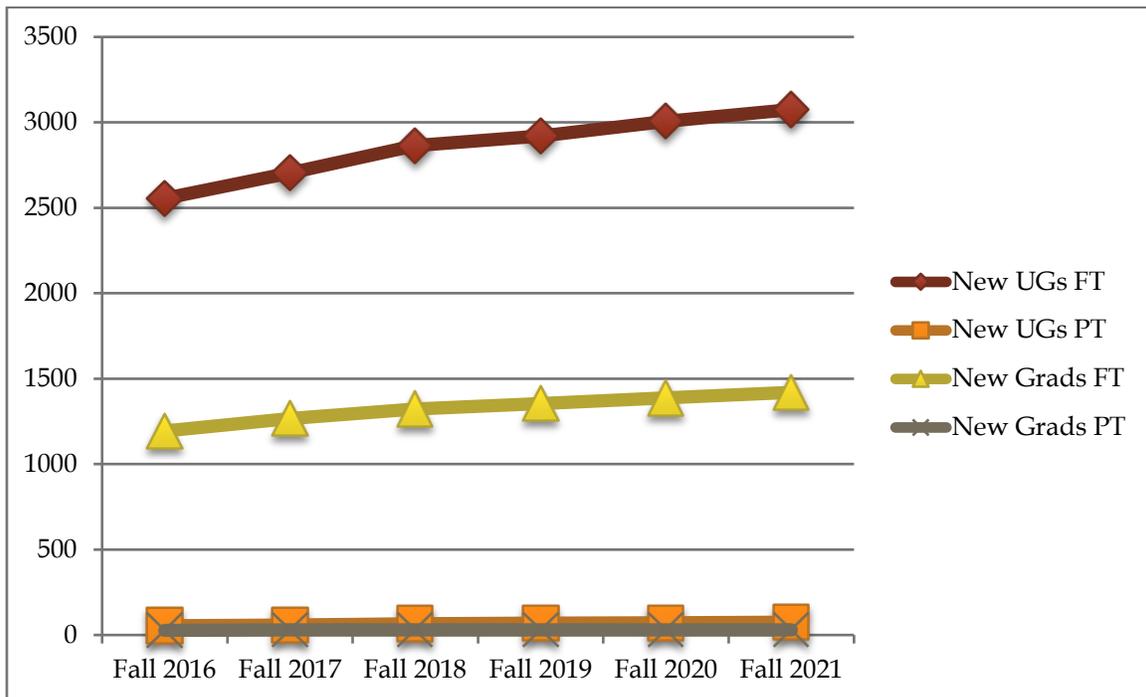


Figure 19: Conservative New and Continuing Student Enrolment Potential

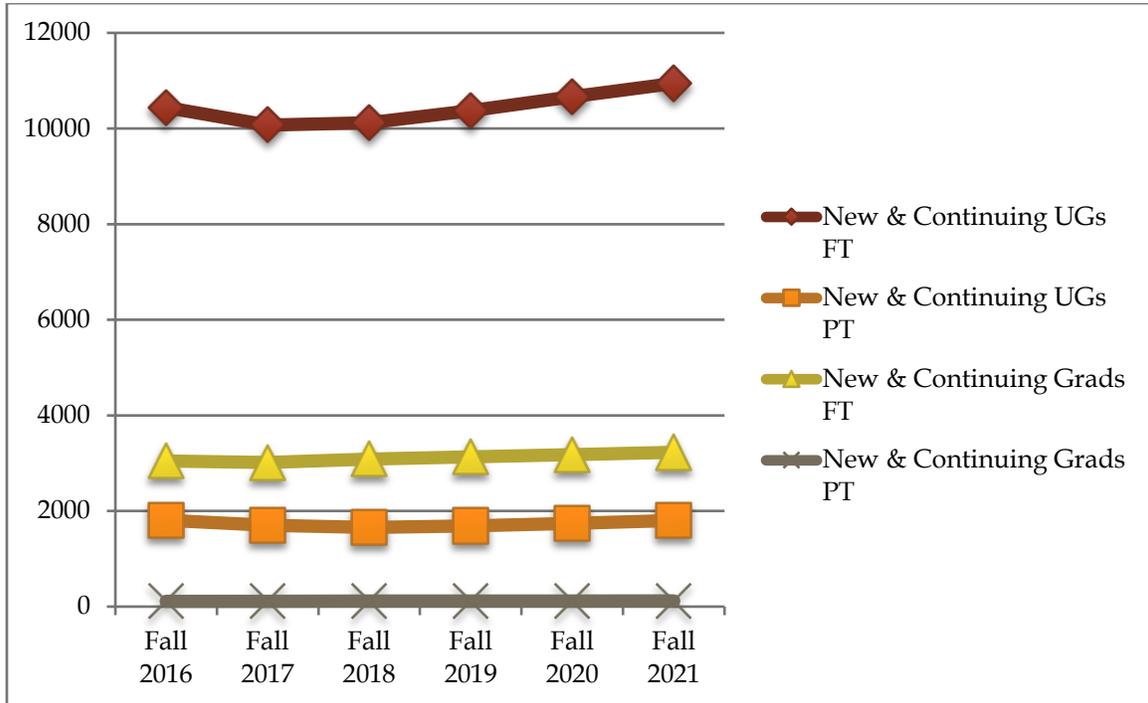
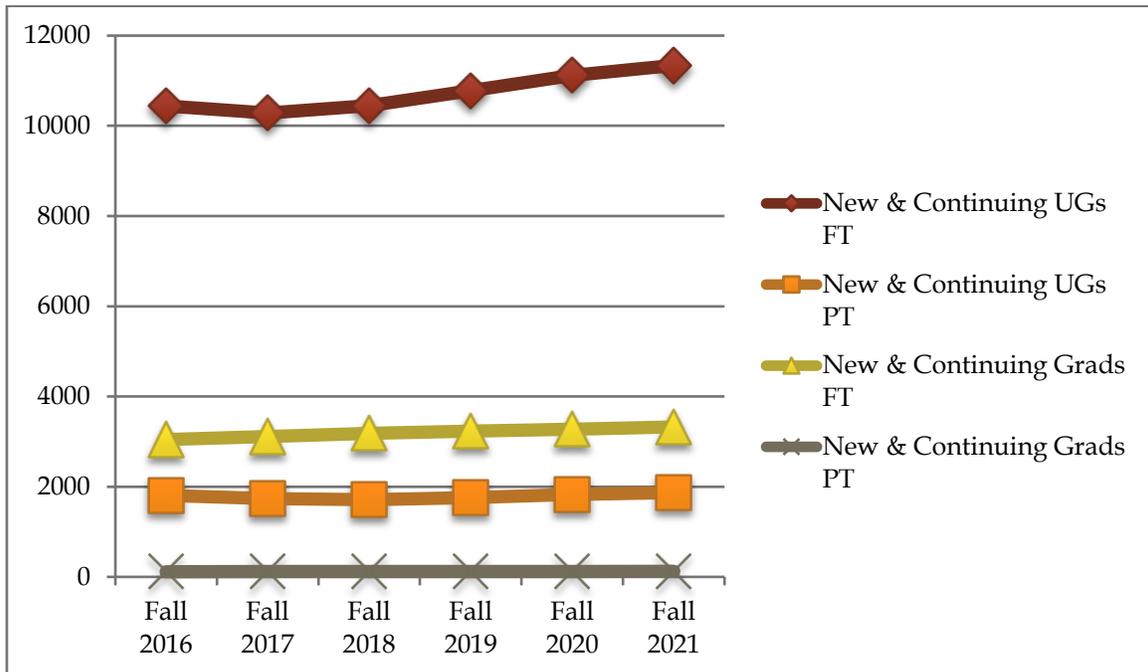


Figure 20: Aspirational New and Continuing Student Enrolment Potential



As previously stated, conservative goals suggest total enrolment growth of 685 students (+686 FT and -1 PT), and the aspirational goals represent nearly double that growth rate (1,251 students, +1179 FT and +72 PT). Embedded within these aggregate goals from Fall 2017 to Fall 2021 is enrolment growth at the undergraduate level (conservative goal = +496 and the aspirational goal = +962), to be achieved through a combination of increases in new 101s (local and GTA), 105s (college transfers and mature learners), and international undergraduates as well as steady increases in retention. Although modest increases in doctoral students are expected over this five-year period, most graduate enrolment growth will result from increases in new course-based masters students (conservative goal = +166 and the aspirational goal = +193) and new research masters students (conservative goal = +38 and the aspirational goal = +52) and to a lesser degree, improved retention of masters students.

II. Internal Analysis

SEM Works conducted a detailed and comprehensive analysis of the strengths and opportunities associated with the University's enrolment management function as a component of the *SEM Review*. The consultants' analysis is presented in *Appendix B*.

Information from the analysis in combination with insights gleaned from the *Situational Analysis* of the University of Windsor's enrolment context were used to identify gaps and strategic opportunities relative to best practices in the field. Many of the areas identified by the consultants for improvement are being addressed in the strategies for implementation presented herein, as well as through the existing work of University personnel.

As stated in the *Enrolment Potential* section of this plan (*Section I-C*), the University of Windsor's near-term enrolment imperative is to increase undergraduate enrolment significantly while increasing graduate enrolment more modestly. In doing so, the University desires to increase market share among local and GTA 101s, college transfers; mature learners, international undergraduates, research masters students, and course-based masters students as well as improve student retention. In order to realize the desired enrolment profile, it cannot be overemphasized that recruitment and

marketing efforts do not compensate for offering programs (and courses) that are ill-suited to audience-specific needs, particularly the needs of mature learners and graduate students for flexible learning options.

The desired shift in enrolment outcomes is less likely to be realized without intentional, targeted, and aggressive interventions for diversifying the student mix. The implications of serving an increasingly diverse student population within an intensely competitive and fiscally constrained provincial context span the entire range of activities associated with enrolment management. To illustrate:

- ❖ **Recruitment** efforts must be aligned with the changing profile of post-secondary education seekers, which will require the University of Windsor to thoroughly penetrate existing markets.
- ❖ **Marketing communications** efforts must be targeted and framed in terms that are relevant to the unique needs, interests, values and motivators of primary student segments and their influencers.
- ❖ **Admissions policies** must be examined and adjusted to provide barrier-free pathways to educational opportunity, while ensuring quality standards are maintained or increased.
- ❖ **Student transition, retention and success programs** must be defined and aligned with the specific learning and development needs (intellectual, emotional, and physical) of a changing mix of students to support their academic success.
- ❖ **Program innovation and development**, which is at the heart of the academic enterprise, must be a continuous process that is informed by research and data to ensure that the programs offered are relevant to the educational needs of the students the University serves.
- ❖ **Organizational structures, systems, and practices** must be examined and adjusted to ensure that the right conditions are in place to support people and change.

While the University engages in enrolment planning partially as a defensive measure to mitigate threats in the environment and declines in undergraduate enrolment, we do so primarily to seize opportunities—to pursue a bold vision, to fulfill the University’s mission to serve the needs of its constituents in the

region, province, and beyond and to be a leader among universities throughout Canada. By being increasingly strategic in thinking and action, we will control our own destiny. The University will fulfill the promise that we make every day to those we serve.

With that said, on the strength of the various enrolment analyses conducted to inform this enrolment planning initiative, it is clear that if we do nothing, we will lose market share to existing and new competitors; and consequently will NOT realize the enrolment and revenue requirements to achieve our vision.

III. Antecedents for Success

This enrolment plan is driven by institutional strategic imperatives and informed by internal and external factors that will impact the University's enrolment and revenue streams in the future. Available enrolment intelligence informed the development of outcomes-based objectives and associated strategies and will be used as the basis for monitoring progress toward implementation by the University of Windsor's SEM Steering Committee. The SEM implementation process requires leadership, strategic thinking, a focus on students, data-driven decisions, campus-wide involvement, and a willingness to let go of the old ways of doing things. Put simply, adopting a SEM philosophy requires a **commitment to organizational change** in culture, systems and practices. The process of organizational change requires persistence and sustained attention over time. It also requires a systematic approach to communicating enrolment and retention efforts and seeking engagement from the University of Windsor community.

A high performing enrolment organization possesses a **learner-centred culture** where student enrolment, student learning, and student success are viewed as shared responsibilities; where student relationships are cultivated from the initial point of inquiry throughout the student lifecycle; and where knowledge sharing and accurate information are valued. In such a culture, the educational needs and goals of the learner drive institutional priorities as well as organizational behaviour.

Even with the best enrolment strategies and leadership intentions, the University's success is directly correlated to its ability to execute the strategies presented in this plan. People are the institution's capacity to produce results.

The University of Windsor's success in delivering the ideal student experience will be determined by its capacity to motivate employees and develop employee competencies to the highest levels possible. How well the University supports its people, determines, in large measure, how well our students (among other key constituents) are served and, in turn, how well our organization performs. Therefore, investing in people to ensure the quality of implementation is fundamental to our objectives as an institution. Investments in human capacity will include adequate staffing in critical administrative areas and Faculties, a commitment to staff learning, a focus on employee culture, rewards, and accountability, as well as incentives for innovation. Regarding the staffing levels required to implement the SEM Plan effectively, SEM Works has recommended positions to the senior leaders at the University.

In a SEM change process, the business model and funding decisions serve as important levers. Therefore, it is critical that the University ensures that enabling structures are in place and resource allocation mechanisms support agility in decision-making. This includes, but is not limited to, the creation of a SEM champion position along with the requisite reporting structures. Again, SEM Works has made related recommendations to senior leaders.

Finally, offering the right programs and services in the right markets, delivered in a manner that is conducive to the needs and preferences of the target student segments the University serves is mission critical. This requires more than routine program reviews. Through ongoing market research and analysis, the University of Windsor must be vigilant in ensuring alignment between learner, industry, and community needs and the programs and services we offer. As we move forward, it will be imperative that a coordinated, collaborative and integrated approach to SEM implementation is adopted that brings into alignment our academic and enrolment planning processes, maintains a focus on the needs of the students we serve, and fosters a student experience that engenders student loyalty and affinity.

Every strategy presented in the plan includes specific antecedents for successful implementation. No strategy in this plan should be implemented without the identified antecedents for success in place or forthcoming. Most of these antecedents do not require additional resources but some do and thus, should be considered carefully before proceeding with implementation.

IV. Conclusion

Going forward, the University's ability to achieve the enrolment potential presented herein will be largely determined by:

- ❖ Internal and external environmental factors—some which can be controlled or at least influenced by the University, and some not.
- ❖ The effectiveness of strategies and programs aligned with enrolment aspirations.
- ❖ Successful execution of strategies and program innovations.
- ❖ The University of Windsor's focus on things that matter most in terms of enrolment potential achievement and the institutional will to act—purging or morphing ineffective strategies and programs, adapting where necessary to align with emerging market demand and conditions, and supporting new initiatives properly to ensure success.
- ❖ An investment of new resources required to reach enrolment potential.
- ❖ The diligence with which the University pursues enrolment potential, strategies, and program innovations over time—using established metrics to assess return on investment (ROI) and continuously improve related efforts.

The process of enrolment planning can be revolutionary in terms of positioning the University for continued enrolment and student success. Like any plan, this document is valuable only if we use it as a roadmap for daily operations. It must be a dynamic, organic document that informs decisions, guides priorities, challenges assumptions, and validates action.

While this plan will be modified based on changing conditions and new opportunities, in general, the focus must be on staying the course. This is a journey, not a quick fix or a solution for some immediate crisis facing the University. The plan is intended to be strategic in nature—meaning long-term, systemic, comprehensive, and based on data regarding environmental factors that may affect enrolment as well as our own enrolment ambitions and constraints. To successfully execute this plan, the antecedents for success described in this plan must be in place, as well as broad buy-in from the University community.

Appendices

A. Market Opportunity Analysis Executive Summary

Profile of Respondents

- The majority of respondents were female (66% before the weighting adjustment), 20 years of age or younger, reported English as their first language, were Canadian citizens, had an overall high school average of 81% or higher, and were currently employed.
- The largest proportion of respondents were students attending other post-secondary institutions, followed by high school students, non-students, and University of Windsor students.

Sources of Information Used When Choosing a School

- When deciding upon a top-choice post-secondary school, the sources of information used by respondents overall and within specific respondent groups were generally similar:
 - The university or college website.
 - The university or college viewbook.
- Opinions from family members was the third most frequently used source of information.
- University of Windsor students and non-students were less likely than high school students and other post-secondary students to have used the Ontario Universities' Fair in Toronto as a source of information.
- University of Windsor students were less likely than other respondents to have used ranking guides as a source of information.
- The sources of information that tended to receive the highest importance ratings were the sources that provided a customized or personal experience for the respondent:
 - Formal campus tours.

- Campus open houses.
- Personal contact.
- High school students were less likely to have used campus open houses as a source of information compared to University of Windsor students and other post-secondary students; however, for those that did, they were more likely than University of Windsor students, other post-secondary students, and non-students to have rated them as “very important”.

Important Factors to Consider When Choosing a School

- The factors that were very important in influencing the respondents’ selection of their first-choice school were primarily centred on the post-graduate aspirations of the respondents, with some differences between the different respondent groups:
 - Employment opportunities for graduates and preparation for a chosen career were consistently amongst the top three most important factors for both respondents overall and within each respondent group.
 - Academic reputation of the respondent’s specific program of interest was the third most important factor for respondents overall, and for high school students and students attending other post-secondary institutions.
 - National or international rankings and being away from home were among the lowest ranked factors in terms of importance for both respondents overall and within each respondent group.
- High school students tended to give more overall importance than the other groups to residence facilities, student life reputation of the institution, opportunities for involvement in student activities, clubs, organizations, academic reputation of the institution, graduates being accepted to top graduate and professional schools, and preparation for a chosen career as factors that would influence their decision of first-choice school.
- For University of Windsor students, being close to home, being near friends, or being near family, the offerings or availability of particular programs or courses, the quality of the education, quality of the programs, or their rankings or reputation, and the affordability of tuition were the most

important factors that positively influenced their decision to apply to the university.

- When respondents who were not University of Windsor students were asked what would positively influence their consideration of the University of Windsor, the respondents overall indicated that the quality of the education, the quality of the programs, or rankings and reputation were the most important factors.

Program of Choice

- Nursing was the most frequently chosen program by respondents overall, and the only program that was within the top-choices for all of the respondent groups.
- Compared to all other groups, high school students were more likely to select biology as their program of choice, and University of Windsor students were more likely to choose a social work program.

Program Delivery Method

- Classroom delivery on weekdays during the daytime and a combination of classroom and online delivery were the first and second most preferred course delivery methods for both respondents overall and for all respondent groups.
- Compared to all other groups:
 - High school students were less likely to indicate that they would prefer online delivery or a combination of classroom and online delivery.
 - Other post-secondary students were the most likely to prefer weekday classroom delivery during the daytime.
 - Non-students were more likely to prefer classroom delivery on weekday evenings and the least likely to prefer weekday classroom delivery during the daytime.

Familiarity with the University of Windsor

- Overall, just over half of respondents were at least “somewhat familiar” with the university and familiarity ratings were similar across groups.

- When asked in an open-ended format what comes to mind when they think about the University of Windsor, the top themes were all positive for respondents overall and for all respondent groups.

Features of the University of Windsor

- Financial aid availability was the most positively rated feature about the University of Windsor:
 - For both respondents overall and for all respondent groups, the over \$10,000,000 in scholarships, bursaries and awards to students annually by the university, and the entrance scholarships ranging from \$500 to \$16,000 were, respectively, the first and second highest rated features of the university.
 - High school students were more likely than all other respondents to indicate that these two features would have a “very positive” or “somewhat positive” impact on their decision to attend the University of Windsor

Overall Perception of the University of Windsor

- The University of Windsor was perceived positively overall:
 - About three out of five respondents overall had a positive (“somewhat positive” or “very positive”) perception of the university
 - Within respondent groups, positive perception ratings ranged from just over half (56%) to three-quarters (75%) of respondents.

A good reputation, ranking, or word-of-mouth about the university was the most frequent reason cited by respondents overall for their perception of the University and was among the top reasons provided by high school students, post-secondary students attending other institutions, and non-students.

B. SEM Steering Committee and Team Members

Committee/Team	Members	Chair(s)
SEM Steering Committee	Christopher Busch	Douglas Kneale
	Iva Gentcheva	
	Karoline Fox	
	Mehrdad Saif	
	Patti Weir	
	Rosemary Zanutto	
	David Butcher	
Targeted Populations Team	Dave Bussiere	Marcello Guarini
	Jennie Atkins	
	Philip Dutton	
	Geri Salinitri	
	Kristen Morris	
	Karen Pillon	
Windsor Student Experience Team	John Regier	Chris Houser
	Kerry Gray	Ryan Flannagan
	Simon Du Toit	
	Diane Rawlings	
	Dora Cavallo-Medved	
	Natalie Atkin	
	Edwin Tam	
	Mike Havey	
	Wendy Bedard	
Program Innovation & Marketing Team	Erika Kustra	Jeffrey Berryman
	Nick Baker	
	Barb Reaburn	
	Beth Oakley	
	Christopher Busch	
	Patti Weir	
	Lionel Walsh	
	Naomi Pelkey	
Strategic Enrolment Intelligence Team	Alison Samson	Rosemary Zanutto
	Anna Kirby	
	David Butcher	
	Beverley Hamilton	
	Susan Holiga	
	Lorraine Grondin	

Committee/Team	Members	Chair(s)
	Karoline Fox	
	Alice Miller	
	Selinda Berg	