SEM AND THE STUDENT JOURNEY: THE ROLE OF STRATEGIC ENROLLMENT MANAGEMENT IN STUDENT ENGAGEMENT

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SEM Touching Institutional Culture

I have always embraced Michael Dolence's (1993, p. 8) view that strategic enrollment management (SEM) exists in the "academic context," and yet still touches "every aspect of institutional function and culture." SEM is rooted in the academic ethos of any institution, but if every other institutional component—from student service to finance to groundskeeping—is not on board, SEM cannot ultimately be successful. In bringing the disparate functions of a 21st-century university together for common enrollment purpose, SEM has enormous power and responsibility to lead.

However, that SEM heritage of academic context—and the inherent power of the academic side in any university—has led many to believe that SEM should be a creature of academic affairs. Arguing that, administratively, SEM should be housed in the provost's office, these colleagues often work to acquire SEM units that find themselves in student affairs. In fact, the argument about where SEM belongs—academic affairs or student affairs or anywhere else—is not the issue. Regardless of where SEM is housed, it has similar bridging and consensus-building roles that can benefit the entire

university. Successful enrollment management, as well as successful universities, requires multiple units to work together seamlessly to create a student experience, a student journey, if you will, that will ensure success for the students and enrollment health for the university. SEM's role in building and maintaining this student journey is of paramount importance in ensuring enrollment health. More importantly, it is rapidly becoming essential in the quality of students' learning as they navigate the pathways of their journey. It may be SEM's defining moment.

The Faces of SEM: Integration for Impact

The three faces of SEM, those contextual emphases essential to enrollment success, also provide our institutions with a framework that facilitates the making of the student journey. SEM's structural face brings the right combination of offices and staff together with management making allocation of resources. The planning face brings data, the SEM currency, to the strategic identification and pursuit of desired futures. The leadership face ensures that leadership at multiple levels, spreading like arteries through the campus,

provides the lifeblood of getting an initiative done (Henderson & Yale, 2008; Smith & Kilgore, 2006).

"The successful enrollment management program integrates these three components—'faces'—of SEM into something that is greater than the sum of its parts. Blending the three faces of SEM requires an understanding of the complex dynamics that shape the university's enrollment environment" (Henderson, 2012, p. 102).

As important as these three faces of SEM are, their integration depends on the introduction of a fourth face of SEM: the community face. This community face is a quintessentially human one, about building relationships:

> Understanding how to create and then nurture relationships in the campus community—whether with faculty, staff, or students—will help the enrollment manager to structure, plan, and lead … on her campus. If she also ensures that she is serving not just the external markets of prospective students but also the internal campus community members, she can be assured of success. (Henderson, 2012, p. 104)

In this context of relationship building, SEM's structural face should be less about organizational charts and more about creating opportunities for faculty and staff to work for students' academic success. The planning face now brings an understanding that data are essential for improving service to students and smoothing the pathways of the student journey. And the leadership face has a new emphasis on ensuring that all collaborate in the student learning enterprise. Leadership in this context can overcome the traditional "cylinders of excellence" in the academy and create a "community center" for the work of the student journey.

The Relationships of SEM

This concept of community qua relationships is a different way of looking at SEM—and, perhaps, at higher education as well. Seeing SEM as data-driven with roots in strategic planning and in the embrace of analytics and predictive modeling may have put too much emphasis on the *collective* student rather than the *individual* student. Moreover, as SEM has evolved, we have increasingly turned to technology to recruit, retain, and communicate with students where the end result should be about relationships. If handled with sensitivity and a concern for individual student circumstances, data and technology can help build relationships and enhance student success. However, sometimes students hear a message created by analytics that does not support their success: "You got a C in this gateway course, so you're going to have to change your major because the data tell us no one with a C in this course can ever graduate with this major."

Keeping a community face in SEM can help to ensure that these increasingly powerful analytical approaches convey a message that says, "This gateway course is so important, and we want to work with you to be sure you do well and keep moving toward your goals." What follows in this approach is some version of wraparound services that bring tutoring, intrusive advising, and customized services to the student.

Keeping an emphasis on the relationships side of SEM does not diminish its other components so important to enrollment success for the campus. Data will always be the currency of SEM; strategic planning will always be essential to developing the right academic programs and student support services. Leadership will always need to be present throughout the layers of the institution to advocate for support in building enrollment health. However, if we look at the community face of SEM as a way of integrating its separate elements by bringing them to bear on the success of individual students through partnerships and collaborations, there is even more power in the SEM approach.

SEM and Student Engagement

A major goal of enrollment management is connecting a student to a campus—getting her to come and keeping her until she graduates. We know that successful recruitment builds a relationship between a prospective student and our college such that she feels she belongs; we're engaging her before she ever enrolls. Once she's enrolled, successful retention continues the relationship by ensuring she's not just involved but *engaged* with support services and campus life, as well as in the classroom.

With a renewed emphasis on SEM's community face and its attention to relationships, SEM professionals

need to be at the forefront of higher education's dawning realization that engagement is really learning and assume a role of helping to integrate those two great purveyors of learning: academic affairs and student affairs, the curriculum and the co-curriculum. With the integrative framework of SEM's community face, enrollment professionals have the structural, planning, and leadership tools to help our campuses put engagement and learning in the "community center." In doing so, SEM will truly touch every aspect of institutional function and culture.

Involvement Versus Learning

We tend to think of student engagement as getting *involved* in the university, either in the classroom or in out-of-class activities. However, the literature of student *engagement* is linked inextricably with student *learning*. We need to think about student engagement in terms of how it enhances student learning, regardless of where the learning is happening.

More and more faculty are paying attention to the old maxim, "I hear and forget; I see and remember; I do and understand." The hoary "Sage on the Stage" model is giving way to group projects, service learning, and other methods that have students doing, actually engaging, not just listening or seeing. However, the academic community's attention to classroom engagement has not extended very far into the co-curriculum areas of the campus. As a result, engagement is often thought of in terms of the academic side of the collegiate house.

Yet we still hear students make that claim that they "learn" more in their out-of-class engagement than in class. It is almost as though in the student mind, the curriculum is informed by the co-curriculum: Sorority and fraternity students learn how to build networks and commit to projects. Some use student government more than their political science major as a springboard to political office. Engineering students talk about how their co-op experiences taught them what the profession was in ways the textbooks never could. Graduate students in higher education or student service with prior work experience at a college or university are amazed at how that on the job training informed and enriched their graduate work.

Aha! Moments in a Learning Environment

Not surprisingly, our increasingly multifaceted campuses expose our students to increasingly varied experiences. As Susan Borrego writes,

> Throughout their campus experience, students move through its social, academic, and institutional environments. Students interact with each other and with faculty and other educators; they participate on athletic and debate teams; sometimes they live in campus housing; they study in groups, collaborate in club activities and organizations, establish relationships, work out, possibly commute to campus, often work part-time in a campus or community job, and sometimes manage families. (Borrego, 2006, p. 11)

As a result, she suggests, we must reconsider how and where learning takes place in our collegiate communities:

> Learning happens as students develop competencies by designing student activities, participating in service learning, or gaining experience through student employment. They acquire knowledge and integrate it with their experience in leadership programs, community service, and student government activities. They learn about themselves when an event fails, when they struggle to work with others who are different from them, or when they experience the success of a group project. Students are empowered as they navigate campus financial aid and academic support systems. (Borrego, 2006, p. 11)

Our students are living aha! moments in their learning communities. In a student government meeting, one will say, "Aha! That's what Professor Smith was talking about in American Government." Or a service club develops relationships with nonprofit community groups and a student member realizes, "Aha! That's how networking from Management 301 works." Borrego echoes what many have experienced when they marry what they are learning in class with a co-curricular involvement. These aha! moments, she says, are more meaningful than serial coursework or serial activities. The total learning is greater than the sum of its parts,

and we realize that "the entire campus is a learning community" (Borrego, 2006, p. 11).

Learning for Life

This entire campus approach to learning has impact on a student's success beyond her university life. The American College Personnel Association (ACPA) in its seminal 1996 "Student Learning Imperative" suggests that the traditional dichotomy of academic, or "cognitive development," and co-curricular, or "affective/personal development," is not relevant to life after college:

> Where the quality of one's job performance, family life, and community activities are all highly dependent on [both] cognitive and affective skills, indeed, it is difficult to classify many important adult skills (e.g., leadership, creativity, citizenship, ethical behavior, self-understanding, teaching, mentoring) as either cognitive or affective. (ACPA, 1996, p. 2)

Ten years on from the ACPA's "Student Learning Imperative," Komives and Schoper (2006) suggest that the connectivity between learning that students find in academic settings and in the co-curriculum is even more complex. Students need to be multiple types of learners, where the sum of the learning is greater than its parts. For example, an *empowered* learner is adept in communication, quantitative and qualitative analysis, interpretation and evaluation of information, working with complex systems and diverse groups, managing change. In the end, the empowered learner takes information and creates knowledge, then uses knowledge to inform judgment and lead action.

As an *informed* learner, students must augment their skills as an empowered learner to gain understanding of the larger communities they will function in and contribute to. Students, as part of their education, need ongoing opportunities to learn about the multiple cultures they will encounter to ensure they understand the interrelations of global and cross-cultural communities. This requires learning about their own history and values, as well as finding new ways to look at the natural, human, and technical worlds around them.

Finally, the *responsible* learner adds to the integrity of society around her through the development of a citizen's sense of social responsibility and ethical judgment. She will need to have intellectual and practical experience in developing intellectual honesty, a sense of responsibility for "moral health" and social justice, active participation in her various communities, the ability to understand the consequences of decisions and actions, and a "deep understanding of one's self and respect for the complex identities of others, their histories, and their cultures" (Greater Expectations National Panel, quoted in Komives & Schoper, 2006).

Success after college requires students to have the agility and adaptability to fully integrate empowered, informed, and responsible learning. Being competent in each category calls for different skill sets that derive from different experiences; integrating the three categories of learning provides a life foundation. No student can achieve proficiency in all three and then integrate them without the collaboration of the faculty who work in the classrooms and laboratories with the staff who work in student affairs, community engagement, and other branches of the co-curriculum.

The Curriculum and the Co-curriculum

Borrego and the ACPA, among many others, make it abundantly clear that effective student learning involves both the curriculum and the co-curriculum. To be successful in this student learning environment, we must help students align the learning in and out of the classroom. Communicating on what we might call a learning campus requires careful collaboration between academic and student affairs that isn't always easy to achieve. Faculty should inform student affairs professionals of the outcomes of general education and academic majors in order to ensure that the curriculum can be tied coherently and consistently to planned outcomes in the co-curriculum. Student affairs professionals should inform the faculty about what learning is happening in the programming and engagement students have in organizations to enrich the curriculum. Together, they should look for opportunities to institutionalize those aha! moments and make them stronger for students.

Too often, however, these two groups are working diligently in their "cylinders of excellence," blissfully and often intentionally ignorant of the other. The

faculty generally takes the attitude that the professoriate has all the answers—and if only the "administration" would go away—they could apply their answers to solving all the problems. That leads to a dismissal of student affairs as irrelevant to the academic mission of the campus and sometimes active marginalization of the staff in the student affairs offices.

On the other hand, student affairs too often adopts the role of Rodney Dangerfield, bemoaning the marginalization they feel. It used to be an axiom of hard budget times that student affairs was always the first target. Too often, student affairs' sense of where they stand gets translated into isolation and lack of collaboration or communication. Their good work hides in the student affairs division without any attempt to educate the campus to what is happening, let alone trying to work together with the faculty.

As a result of these differing mind-sets, academic affairs and student affairs take parallel but noninter-secting paths to student learning—and miss the opportunity to advantage their students.

Some who appreciate the importance of integrating student learning have argued that merging student affairs with academic affairs is necessary to bring learning in the curriculum and co-curriculum together. This "all-powerful Provost model" of administration may not be the answer in every case, but we must recognize the challenges of getting the two areas most involved with student learning together and singing out of the same hymnal.

SEM and the Student Journey

Here is where SEM comes in. SEM has a vested interest in the integration of student learning, of tying the curriculum to the co-curriculum. SEM, especially in its community face, is all about the student journey, that tangle of relationships where students interact with faculty, staff, and each other as they sort out issues, seek help, and learn to navigate the institution. Engagement in class and out can help students make sense of the student journey. Engaged students are better equipped to access relationships and services that can help them be successful. In SEM we have traditionally recognized that the narrow view of enrollment offices doing their thing in their own silos does not provide students with the seamless approach

Figure 1. Integrated Student Success
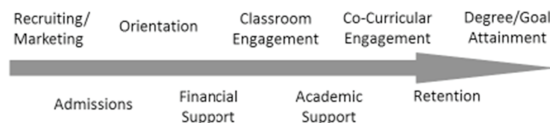
to their college experience that they want and expect. What SEM wants is a tangle-free pathway through the campus that builds a student's experience base for both satisfaction and success (Figure 1). Coherent, consistent, integrated, and student-centered services are an important part of the student experience. However, SEM also needs to nurture the connections between curriculum and co-curriculum that can keep the student engaged, building relationships that advance learning, and moving forward.

THE VALUE OF VALUE

As SEM professionals, we have an intuitive sense of how students look for those aha! moments, how that experience ties them to the journey through our university, and how not having that experience can lead them to leave. It is part of their hunt for value. Attrition studies always show that students leave for academic, financial, or personal reasons. Often, these may be placeholders for students' perceptions that they are not getting enough value for the time, money, and effort they are investing in their learning.

Build value and they will stay. The enrollment management agenda must be directed at what leads students to perceive value in their education. Value provides a new definition of retention built around what motivates students, what engages them on campus. If students see how what they are doing outside of class extends and enhances what they are doing in class, they will be more likely to stay the course and persist to graduation. In this sense, engagement may be the new retention.

ASSESSMENT AND STUDENT LEARNING IN SEM'S DATA-RICH WORLD

If engagement is the new retention, it requires a rigorous approach to developing learning outcomes and assessment protocols. We still hear many who choose to work in admissions or orientation in enrollment management units, or in student activities or housing in student affairs units, say, "I'm a people person. If I had wanted to do data, I would be in the faculty." Too often, research in these areas is "feel good" evaluation after an event: "We surveyed the people who participated in this program, and they felt *so good* about the day." Instead, they should be concentrating on what the objectives of the event were and whether participants met them or not. Did the event move students to choose to apply? Did the event provide a student with better strategies for navigating the student journey? The connectivity between the curriculum and the co-curriculum requires professional staff to undertake the same kind of careful assessment of learning outcomes as faculty do in the classroom.

Programs and activities in the co-curriculum should be designed with purposeful outcomes that expand student learning and development. Only through rigorous assessment methods can their effectiveness be assured and their benefits optimized. If assessment shows a program isn't meeting its objectives after a reasonable time, it should be tweaked, morphed into something else, or eliminated. We can no longer afford to continue a program because someone "thinks" it's working. Only objectives reasonably developed and rigorously assessed can tell us if a program is working. We've entered a new world that begs for the data-informed decision making of SEM. Regardless of where SEM resides on campus, it should be the new best friend of anyone who is working with student engagement in the classroom or outside.

THE SEM PERSPECTIVE: A BRIDGE TO INTEGRATED LEARNING

Recognizing how important the marriage of curricular and co-curricular engagement is for integrated student learning is not, in and of itself, a recipe for making it happen. Indeed, Whitt (2005) allows that there is no template for creating a seamless campus approach to student engagement and learning. However, she does posit a guide in the form of a set of questions aimed at student affairs professionals and divisions based on actions taken by colleges that have been successful in implementing seamless learning between the curriculum and the co-curriculum.

1. To what extent do student affairs policies, programs, practices and budget priorities support:
   a. the educational mission of the institution?
   b. academic programs and priorities?
   c. student learning and success?

2. To what degree do academic and student affairs offices, programs, and personnel collaborate to facilitate student success?

3. To what extent are students encouraged to participate in co-curricular experiences that enrich student learning?

4. To what extent and in what ways are safety nets and structures for students in difficulty available and used?

5. In what ways and to what extent do transition programs welcome and affirm all newcomers?

6. In what ways and to what extent are diversity experiences infused in the curriculum and co-curriculum?

7. To what degree are data used to inform and evaluate resource allocation decisions and policies and practices related to student success? (Whitt, 2005).

This campus engagement readiness audit mirrors what SEM professionals do on their campuses in order to develop and implement enrollment plans and programs. SEM audits check to ensure congruence between programs and institutional strategic plans (educational mission). Collaboration is a prerequisite for successful SEM development. The student experience is evaluated for how well transition/orientation programs work, whether campus climate is welcoming for underrepresented students, what experiential opportunities are available, how students can get help, and how data are used in assessment and decision making. SEM has additional insight and understanding in these kinds of audits because of its perspective from the academic context of the institution. Regardless of where it exists administratively, SEM will always have an affinity for and responsiveness to the academic context. The

strategic enrollment plan flows not only from the institutional plan but also from the strategic academic plan.

Perhaps more than any other area on campus, SEM is equipped to facilitate and lead bridging the curriculum and the co-curriculum. SEM's special understanding of the comprehensiveness of the student journey through the university positions it to be the first to recognize the touch points where the curriculum meets the co-curriculum. SEM's lust for data positions it to show how the curriculum and the co-curriculum could, should, do, or don't mesh and reinforce each other—and how students benefit in the sum of their learning as a result.

Putting Thinking Into Practice: One Campus's Journey to the Community Face of SEM

It is relatively easy to learn what is in the literature on student engagement in the curriculum and co-curriculum. It is natural to reflect on how it might happen. It is hard work to make it happen. No two campuses are the same, and there is no guaranteed plug-and-play approach. However, one campus's experience can be instructive and open new thought channels that can help other campuses to find their own ways.

The experience of the University of Michigan-Dearborn shows the twists and turns of recognizing the issues and building the framework for student engagement through an SEM perspective centered on students' academic success. UM-Dearborn, one of three University of Michigan campuses, was established fewer than 60 years ago and focused on serving some 9,000 students primarily from southeast Michigan, all but 600 of whom commute. The approach that UM-Dearborn finally initiated around student engagement was heavily based on the integrating function of SEM's community face.

Shortly after I became vice chancellor for Enrollment Management and Student Life (EMSL) at the University of Michigan–Dearborn, I heard that one of our student athletes was having a hard time in his personal family life. In spite of his challenges, he was committed to his team: "I can't let the team down." So he kept coming to campus *and* going to class and getting the grades because he had internalized how success in class would help him be with his team.

He graduated from UM-Dearborn and has since completed a master's degree.

HARNESSING PASSION FOR ENGAGEMENT AND SUCCESS

This student prompted me to think about classes and activities in terms of the passions that brought our students to campus every day. For some it was their major, their coursework, or their professors, but for others, it was their sorority, the campus newspaper, student government, or that athletic team.

This concept of passion was the hook for building student engagement. EMSL needed to ensure that whatever passion brought students to campus, it could be harnessed to engage them and move them towards academic success and persistence to graduation. We needed to ensure that every student who lived for the co-curriculum realized that without success in class, the passion out of class could not be fulfilled. Engagement outside of class could lead to retention in class.

That became our vision for our work in EMSL: engaging students for *academic* success. Regardless of what the actual work of an EMSL office was—student activities, counseling, admissions, registrar—it was really about students' academic success. This EMSL vision of student engagement became a major tool for retention and persistence to graduation—and a rallying point for making 10 offices into one SEM division, imbued with the SEM community face.

MOVING FROM ENGAGEMENT TO LEARNING: THE SEM DRIVE FOR DATA AND EVALUATION

SEM became a guiding tool for EMSL's work with engagement cum retention at UM-Dearborn. We wanted to ensure that we chose programming that would successfully engage students on their journey to success, and that SEM desire for data-driven decision making led us to seek measurement of program outcomes. We were moving into measuring student learning.

Learning objectives and outcomes assessment had long been an essential part of the academic units' work at UM-Dearborn, but no one had even suggested that EMSL should have learning objectives. It seemed to me, given that our "academic" disciplines—student

affairs and enrollment management—called for data-based decision making and assessment of outcomes, we needed to step up our assessment game.

"I DON'T DO LEARNING"

The response from the 10 EMSL directors was not uniformly positive. Not all of the EMSL units saw what they did as learning, and the idea of creating learning outcomes was even more foreign. Process/transaction offices could have *service* outcomes, but *learning* outcomes? My registrar looked shell-shocked. The financial aid director was skeptical.

We turned to our colleagues in the assessment unit in the provost's office. They were helpful, if seemingly surprised that EMSL would think in terms of learning as if they were faculty. The literature of EMSL, whether SEM or student affairs based, was not on the academic affairs radar, let alone their reading list. However, they were able to show reluctant directors, especially in the process offices, how they did, indeed, have learning outcomes that could be measured.

LEARNING OUTCOMES FOR AN SEM/SA DIVISION

What came out of the learning outcomes work that EMSL did in 2013 and going forward was a set of division-wide objectives that we would use in continuing our seven-year effort to tie the EMSL units together in cohesive, consistent ways for the benefit of our students. The learning objectives we created were a series of statements, each beginning with "Our students will …"

- Be knowledgeable of and know how to access and utilize campus academic and administrative support services.

- Apply problem solving, critical thinking, and creative thinking skills.

- Be engaged in campus inclusion, exposed to various cultures and global experiences.

- Gain career knowledge, workplace skills, and have experiential opportunities.

- Participate in campus and community engagement initiatives.

- Recognize the value of a University of Michigan–Dearborn education.

- Develop and practice "soft skills," personal responsibility, and leadership.

Each "Our students will" statement applied to all students at the university, not just those interacting with Financial Aid, or the Counseling Center, or the Student Success Center, or any other individual EMSL office. However, every office could find its areas of expertise included somewhere in the list. These division-wide objectives helped all EMSL staff see that they had common cause in working with students. Everyone could work to ensure "Our students will."

In addition, the list demonstrated an expectation of empowered, informed, and responsible learning integrated into a foundation for success after UM-Dearborn. Relationships infuse the "Our students will" statements as part of integrating learning.

When the university made successful application in 2014 for Carnegie Engaged Campus Classification, there was recognition of the role of student engagement in academic success.

"Not only does UM-Dearborn believe in the intrinsic value of academic service learning and co-curricular engagement activities, but the University is convinced that engaging its students is key to their academic success." Collaborative academic and EMSL programs were recognized for supporting "UM-Dearborn retention and success goals through engagement work" (UM-Dearborn Carnegie Application, 2014, p. 43).

SOCIALIZING STUDENTS TO A CAMPUS

Whitt (2005) speaks to how important it is that, as a precursor to engagement, we "teach newcomers about campus traditions and rituals and provide other information about 'how we do things here and what things really mean.'" While many campuses have traditions steeped in ritual (May Morning Sing at Beaumont Tower at MSU, the selection of Mr. Bearcat at Cincinnati, the swans on Goldsworth Pond at Western), UM-Dearborn's traditions are more states of mind. At Dearborn, traditions set expectations and reinforce values that lead to engagement. One might argue that our best traditions are words.

COMMUNITY

The notion of UM-Dearborn as a community has incredible power for recruiting students who are excited

about a place where they can make a difference (even if they are commuting) and for socializing students how to act—how to engage—once they are here. The expectation that students will not just drive to campus, look for a parking place, go to class, go back to their car, and go home without ever engaging with others on campus in class and out is powerful. When I told parents that we expected their students to be members of the campus community and to contribute, they looked knowingly at their spouses and nodded: it was the kind of place they wanted their students to be. And when I told freshmen at orientation that we expect them to participate, to contribute, to be members of a community—even to the point of something as simple as greeting folks on the sidewalk—it made an impression, and many have told me that it changed their approach to college and life.

We are talking about socializing students to a way of approaching their education, a brand that amplifies the Block M of the University of Michigan, and gives them an anchor for what they learn in class going forward. We talk about differentiators in SEM. Here is a quintessential one. The power of language cannot be dismissed, and the images that the word *community* brings to mind give an identity to our campus that reinforces what faculty want to emphasize in terms of engagement in the classroom. In a community, you do not just sit in class without engaging with the professor and classmates. You participate, contribute—and without knowing it, you begin to learn!

INCLUSION
Another tradition embodied in a word is *inclusion*. Like community, inclusion captures a value, a sense of who we are and how we act. The determination to make inclusion part of UM-Dearborn was fortuitous because it captured and gave expression to something that was already present on campus but had never been articulated. I have struggled for over 40 years with the concept of diversity. Perhaps because it has over the years become politically charged, it suggests divisiveness and separation. Inclusion, on the other hand, says we are greater than the sum of our parts. It celebrates all the differences but includes them in the larger whole. At UM-Dearborn we do not say that you are different and that's great. We say, "You are different and we include

you in who we are as a whole. You keep your difference, but it becomes part of something bigger than each of the differences on campus."

This concept sets an expectation that students will seek to learn about those who are of different races, ethnicities, cultures, faiths, sexualities, backgrounds, and beliefs. Inclusion expands the empowered, informed, and responsible learning of Dearborn students by making them more aware and accepting of the differences in society they will find when they leave this inclusive place. As a result, they will be better able to function in the larger community because of their engagement on the campus. It is clear to me that our students go into the larger community determined to model inclusion that they learned in the classroom and in the co-curriculum. I have not seen this on other campuses.

SERVICE
A third word that plays a role in tradition at UM-Dearborn is *service*. The campus has created a culture of service. It has always been the case that UM-Dearborn students would turn out for a service project before they would for a guest lecture, or a movie, or a poetry reading. Far more students wanted to be involved in service clubs and organizations than wanted to be in student government. If one thinks about the makeup of the student body, however, the importance of service becomes more understandable. Nearly 25% of the university's students are Muslim. Charity is one of the pillars of Islam, so Muslim students have been brought up engaged in giving back to those less fortunate than they. Service is second nature. Add to that the fact that the largest religious denomination on campus is Roman Catholic (another 25% of entering freshmen self-identify as Catholic on the CIRP [Cooperative Institutional Research Program] survey). Again, this is a religion where ministering to those in need is an essential part of the faith. Many of our Catholic students attended parochial schools, where community service is a graduation requirement. Understanding that nearly 50% of our student body came from a service-oriented faith, it made more sense that they would gravitate to service activities. The UM-Dearborn culture of service was a natural extension of how students were raised.

This service culture became a vehicle for engaging students, both in the co-curriculum and in the

curriculum. Many students start with a one-off service day or a sorority service project coordinated through an EMSL office called the CIViC dedicated to community engagement. Then they make their way into working at the CIViC or in its food pantry, and they get more involved in alternative spring break or move into the curriculum with academic service learning. We put the CIViC, the campus's initial entry point for service, front and center in the student union, following best practice that "[s]tudent services are centrally located and easy to find, and spaces for informal interaction between students and faculty or staff and among students are plentiful and accessible" (Whitt, 2005). The CIViC's space, right off the food court, embodies the centrality of the tradition of service on our campus.

Service is embedded in the learning of our students, and they carry the service imperative with them into the larger community as part of their UM-Dearborn education.

TRADITIONS QUA VALUES

Sociologists would describe concepts such as community, inclusion, and service as values. "In sociological usage, values are group conceptions of the relative desirability of things. … Values provide for stabilities and uniformities in group interaction. They hold the society together because they are shared in common" (Mondal, n.d.).

One might also think of them as "word traditions". They set up a climate for the integrated learning that can define a campus for all enrollment segments. This is what we expect; this is how you learn. If you come here, we will expect you to embrace those three words because they will define who you are as much as any ritual on another 300-year-old campus would. This is exactly what Whitt means when she talks about "how we do things here and what things really mean." And it suggests the impact of SEM's community face in the work of integrating engagement in the curriculum and co-curriculum for student success.

Evolving SEM

What sets SEM apart from other areas of higher education is its ability to read the landscape of higher education and respond with innovation. As such, the history of SEM is one of evolution. At each stage of its growth it has shown an ability to read the enrollment needs of our colleges and universities—and their students—and turned its perspectives and tools to meeting those needs. SEM professionals have taken admissions from gatekeeping to shaping; turned the traditional admission funnel on its side and created a "cradle to endowment" approach to the student enrollment cycle; created seamless services; and applied strategy, data, and technology to student success. In the process, SEM has become more than the sum of its parts. SEM is more than an academic unit, even though it is quintessentially academic in nature. SEM has the same commitment to students as student affairs, but it brings another level of strategy, data, technology, and service to meet student needs. SEM is the community center of the campus, blending all the disparate elements into something that can have greater impact on the student journey. The result, as some have suggested, has been transformational.

Now SEM is positioned for another evolutionary turn. As our institutions embrace learning in both the curriculum and co-curriculum, we see engagement as the new retention. SEM, with its community face, is pivoting to bring relationship building into play with data and technology, creating a balancing act that gives a framework to engagement in the context of the student journey. The SEM of engagement as the new retention will make the individual's student journey the focal point of enrollment management. SEM structure and planning will give the framework that can start to build learning outcomes in the co-curriculum that will dovetail with what is happening in the curriculum. Engagement as retention can provide learning objectives for students who join student government or a student organization, knowing they will be experiential adaptations of learning objectives in political science or sociology or business management. The SEM collaboration of the faculty and staff in designing the learning objectives will ensure the integration of theory and experience. Extending what is learned in the classroom into the co-curriculum will routinize the aha! moments into intentionality rather than serendipity. In this environment, students will seek and embrace institutional values and traditions as a means of engaging even more.

It would be naïve to think this blending of the curriculum and co-curriculum would be embraced uniformly on our campuses. The work of integrating academic affairs and student affairs approaches to student learning is not a romp, and can often be a rout. Faculty are jealous of the learning imperative and do not seem to cede easily their hold on it. SEM professionals will approach the task of bridging the curriculum and co-curriculum gingerly. Faculty tend to look at an institution's staff as servants, not as partners. The role of the enrollment manager in this endeavor is to create a partnership using the *lingua franca* of the faculty: data. At UM-Dearborn the task of EMSL will be to demonstrate the impact of the division's learning objectives and the "word traditions" on student success through rigorous assessment. Demonstrated impact can lead to partnerships with faculty with an interest in extending what students learn in the classroom into the larger community of the campus and beyond.

SEM initiatives can leverage both faculty and student affairs in this process with strategic enrollment plans that rely on engagement (and the assessment of it) as a means of showing students value and keeping them on the pathways of their student journeys. SEM leadership will drive integration of the curriculum and the co-curriculum and the values/traditions that foster it by using institutional engagement as a differentiator in recruitment and a hallmark of achievement in the student journey.

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Henderson has long been a national leader in developing new models for universities to better recruit and retain students. He served as associate provost for enrollment management at the University of Illinois-Urbana-Champaign from 2003–2005 and as associate vice president for enrollment management at the University of Cincinnati from 1995 to 2003. Previously, he was director of enrollment management and admissions at Western Michigan University and director of admissions at Wichita State University. His roots in enrollment began as an admissions counselor at Michigan State University in 1970–1971.

He also has been deeply involved at the national level of AACRAO, where he served as the association's first vice president for enrollment management in 1991–93 and as president in 1995–96. He was a founder of the Association's national SEM Conference, now in its 26th year. He is a frequent contributor to AACRAO publications, including the first history of enrollment management, as well as a frequent presenter at state, regional, and national levels. He is also a

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