ARUCC 2012 Pre-Conference Workshop
SEM Canadian Style: From Recruitment to Student Success
Notes from group assignment

Recruitment Plan – Group 1

SILPADA UNIVERSITY, Canada
Comprehensive, Primarily Undergraduate
Primarily Centralized Admissions and Recruitment Operations
New money has been made available to support new initiatives

Situation: Enrolment flat and we need to grow.

Stated Strategic Goals
- increase enrollment over three years by 5%, from aboriginal, 1st generation, international, and transfer students
- most of the increase would be from non-traditional groups, ie. not from high school

STRATEGIC PLAN
1. Research
- demographics: geography, quality (grade ranges), high school
- current student population - are these new target markets or already existing markets?
- current feeder schools
- Program mix and current student distribution
- competitive analysis
- brand analysis

2. Technological Readiness and Resources
- CRM, portals, - what is already in place and if not, what is needed to support

3. Central Marketing and Recruitment Tactics

The university already does a good job recruiting its 18,000 students. The new initiatives, with new funding, will allow us to develop additional and new recruitment plans.

Of critical importance:
- speak to the aboriginal, 1st generation, etc. stakeholders on campus to ensure that there are appropriate features in the central marketing and recruitment materials/plans that relate specifically to those areas
- what services are required to support these groups on campus
- consult with stakeholders in student success (learning supports, aboriginal services, etc) and retention professionals

WE SELECTED ONE GROUP TO HIGHLIGHT TAILORED INTIATIVES
Collaboration is Key! The new initiatives will be allow us to segment to address the specific needs of different cohorts.

ABORIGINAL
Hire an Aboriginal Advisor (who IS aboriginal) to engage in community outreach and to engage communities, elders in partnerships to help transition aboriginal students to the university;

Aboriginal Advisor will:
- be a primary contact
- will conduct the community outreach
- will reach out to aboriginal applicants
- will reach out to aboriginal applicants who are not admitted, to provide a 'safety net' to re-direct them to other programs, to counsel them on what they need to do. Potentially offer guarantee of admission if upgrade and meet requirements
- have conversation with aboriginal support office/experts to see learn about what barriers aboriginal students typically face
- what supports are needed -- specialized support centre, community meeting room
- ascertain institutional long term support and commitment -- e.g. explore the creation of a Presidentially appointed Aboriginal Council

INTERNATIONAL STUDENTS
- 70% of our current international student population is admitted from within Canada
- we should look at our own backyard, increase outreach to feeder international school/ESL privates

Sample conversations with international stakeholders on campus:
- if we increase enrollment do you have the services to recruit them?
- what markets can you help us to identify that would be suitable for our program mix?
- partnering with English language institutions - is this a good idea?
- consider offering a full time ESL transition program for international students who are funded by their government cultural bureau's

ASSESSMENT
We will want to assess all efforts from a cost to yield to student success point of view.

We would establish assessment benchmarks for each targeted area, and would conduct assessments each year over the three years to allow us to adjust, re-align and to modify the plan and our tactics going forward.

At the end of three years an in-depth analysis including collaborative/stakeholder involvement would be conducted to provide a holistic overview of the success of the 3 year project.

Recruitment Plan – Group 2

- Most students are from local community but modest increases from outside region

- Three segments - local and regional and USA

- CRM - must purchase

- Ramp up scholarship options

- International - not too big too fast; USA as a current target; review success data for current USA students; initiatives such as guaranteed housing

- Data - surveying students; especially those who declined to attend; focus groups for students and parents and high school counsellors

- Regional data - student satisfaction

- Resources - committee to review process for expenditure of resources

- Training for faculty who are recruiting

- IT - infrastructure

- Transfer - must have articulation agreements

- Marketing materials for the audience being recruited

- Market to our strengths

- Stakeholders - involve faculty but need training

- Parents and career counsellors in high schools as stakeholders

- Get students/parents on campus

- Barriers - flat market; local college; work collaboratively with them for transfer

- Distance and cost

Student Success – Transfer Students

18,000 undergraduates

Data Questions:
- How many transfer students do we have in each year? What program?
- How many are first year not?
- GPA?
- Where are they coming from: college? International? Post secondary?
- How are we doing with retention so far? For transfer students? For others?
- What services are they using? Level of engagement in comparison to others?

1. Counseling of students who are looking at transfer. Helping them understand credit and prerequisites needed.
2. Do we need bridging for content? Counselling of students in groups.
3. Transition advising position that spends part of their time advising students at a college?
4. Registration timing, how to access to courses?
5. Issues with taking and scheduling of courses.

Providing students with information about their transfer and how it impacts their degree as soon as possible.

Assist them in connecting with the campus and campus:
– Orientation?
– Peer mentors?
Assisting program providers understand

Goal – retaining more transfer students

Resources – retaining more students, there is a savings to retaining students, we need money from that

Barriers – money for FT advisors
– tracking of student mentors and peer helpers
– cost for specific publications
– "Buy in" senior champion faculty who care

How do we know we were successful?

With many of the data measures we started use with

Connecting with campus
– student mentors (connecting with other transfer students)
– specific orientation
– assisting program providers to help them understand this population

Student Success – International Students

Introduction – we planned to work collaboratively with other student support teams and both recruiting teams, but we ran out of time, so are probably creating inefficiency, unanticipated conflicts, redundancy – so it's just like every university!

Recruitment wanted to know who is responsible?
Who drives student enrolment plan?
Retention strategy

Define international students
- Direct entry from high schools
- Private colleges
- From abroad – standard definition
- Could consider international aboriginal student movement
- Campuses abroad
- Study abroad

Services

Issues / Barriers
- Language
- Employment on / off campus
- Visa issues
- Credential recognition
- Transfer & articulation
- Homestay vs residence (housing)
- Social / cultural isolation
- Political or markets driving recruitment, not academic plans
- Sustainability ie what if you are training future trainers; what if you have a case of SARS?
- Resistance to integration (when cohort recruiting)
- Community support for students

1. Community support / cultural integration
   Community + University
   Action
   - Cultural sensitivity training
   Resources
   - Partnerships with high schools
   - Religious organizations
   - Community multicultural organizations
   Data
   - Participation rates in events
   - Surveys that gauge comfort in community
   - Co-curricular record

2. Language barriers
   Action
   - Testing, assessment as students come in
   - Partnerships with students

- ➢ built into co-curricular
- ➢ Writing centre
- ➢ Different streams of 1st year English

Data

- ➢ Review transition from EAL or prep or qualifying courses to university English (ie GPA drops? consistent?)
- ➢ Targeted student surveys
- ➢ Retention rates, graduation
- ➢ Track GPA against writing centre use

3. Employment for international students

How do you balance need for diversification with local needs?

Can international have same benefits from co-op?

Action

- ➢ Offer professional development and cross-cultural training specific to international students
- ➢ Blend local and international students in work study placements
- ➢ Job placement quota on campus

Data

- ➢ Does this improve retention?
- ➢ Interview employers

4. Housing & homestay

Action

- ➢ Commit to providing housing, must include homestay
- ➢ International cohorts but blend with cultures
- ➢ Off campus housing website
- ➢ Prayer rooms etc in residence
- ➢ Peer tutoring in residence

Issues we didn't get to
- ▪ Credential recognition
- ▪ Transfer & articulation
- ▪ Markets & politics driving recruitment, not academic plans
- ▪ Sustainability issues

Student Success – Mature Students

Who are mature students?

1. Overall strategy: Services / Programs / Techniques
2. Access effectiveness
3. Data
4. Resources
5. Faculty & stakeholder involvement
6. Incorporate student & peers in services & programming
7. Barriers

Data
- Research community demographics
- How does our Brand relate / connect to mature students?
- Previous education
- Intention of current education
- Marital & family status
- Is this a feasible market?
- Is it worth it?
- Will this pay off?
- Play devil's advocate
- SEM group
- Community survey – who are the mature learners in the local area?
- Intake assessment with follow up services
- Basic technology & learning workshops
- Services incorporated into the program
- Career goals
- Ensuring program fit
- Cohorts models
- Learning communities
- Online communities (perhaps co-curricular)
- Financial aid guide
- Daycare options
- Peer tutors
- Pass / fail courses
- Flexible learning opportunities
- Early morning, late night
- Underground network of instructors – working off the grid
- Instructive advising & regular check ups
- Connecting mature students to mature peers
- Schedule check-ins & promotion
- Integrated learning service
- Cohort model with instructor coordinator
- Workplace learning
- Instruction / learning survey
- Exit survey
- Programs offered by distance
- Flexible hours & online advising
- Niche programming

Barriers
- Faculty buy in
- Enough resources to properly support the program
- Faculty teaching styles
- Budget – for daycare & other support

Engaging all stakeholders prior to recruitment strategies being rolled out.

Student Success – First Generation High School

Pride vs. Pressure
How to position for success?

Deploy Tri-mentoring   Student-Alumni Association
       Time
       Coordination
       that can pay off
Next layer – thinking how to imbed a layer

How to assess?
       Checkpoints
       Retention / Exit surveys

Data
       Expectation
       Identification (multiple opportunities)

Resources
       Time Alumni   )   awards +
       Time Students)   recognition
       Staff support-coordination
       Buy in – Senior Admin, Faculty & Students
       Dedicated space (even a classroom)
       Website & web support
       Publications – customization
       IT – creates a field for tracking

Stakeholders
       Could be an alumni
       Education of program
       Gaining buy in
       Education of student needs
       How it benefits them?

Peers / Students
       Self-identify as senior student leaders
       Education other leaders (dons) of resource

Barriers
       Resources
       Culture shift / buy-in
       Pride vs. pressure (family)
       Parents
       Support vs. belonging
       Identification
       Systemic problem (go to H.S.)

	Local	Regional	International
Strategy purchase CRM	School visits Career fairs Organize / localize Scholarship	Send invites to Open House External school visits Scholarship	Identify market niche for Americans Building on student success (honing incon) Why students choose American trade Recruitment fairs Guaranteed housing
Data	Prospect / admitted / decline Survey students on why Focus group – parents, students, current students	Survey satisfaction Draw on current data	Prospect lists?
Resources	Money Committee Training IT services Communication support	Residence	TC articulation International support ESL / Res / marketing pieces
Stakeholders	Bring in faculty	Parents / stakeholders / faculty	Identify strength / market of program Govt / institution
Barriers	Flat market competition Decentralized recruitment initiatives		Distance Costs

Student Success – Aboriginal Students

Proximity
Ogibiway + Algonquin

Issues
* need an aboriginal rep on our committee

1. Historical context to the demographic
    - Understand your local situation within the historical context
    - Huge amount of knowledge at our finger tips
    - Develop relationships with elders within their community and then invite them to our community to develop a shared community
    - Recognize their community may share some similarities to first generation communities – few aboriginal role models in post-secondary

2. Honoring cultural diversity without developing unique programs
    - Umbrella Service Strategies that may decentralize pop too much
    - Cape Breton University (planning)
        -> Centre for Student Success
        -> International Student Centre – same service, but may have different delivery with staff who understand uniqueness
    - Many of us (ie. former roles) have experienced decentralized / separate service strategies – common problems – resourcing, training, identifying the population
    - Reflect culture in ceremony – important component
    - Blessings of space
    - Reflect population through involvement on formal and informal governance and committees
    - Integration vs. segregation
    - Tokenism

3. Identifying what success looks like
    - Involve elders, current students, aboriginal alumni, community partners
    - This is where our relationships are going to be crucial
    - Partner with community to develop transition and retention programs much like what Kevin Chief did at University of Winnipeg in the Innovative Learning Centre
    - Aboriginal Advisory Committee

4. Data
    - Huge gaps – more so than with any other group
    - Self-declaring – even if we have great data we don't know what we don't know
    - We need to do a better job of communicating the benefits of the declaring and offering more opportunities to do so and make it desirable because they want to be involved in their community on campus because they are proud of how they are viewed and represented
    - Number of students, age distribution
    - Programs, retention
    - Target

5. Classroom experience is paramount
    - Recognition that learning styles may be unique

- Work with HR to promote hiring of aboriginal faculty
- Training and PD opportunities on an ongoing basis
- Ensure faculty are also engaged in the same committees and working groups
- Centre for Excellence in Intercultural Communication
  - (NorQuest) – research centre
    - training on communication: verbal / non-verbal

Be Prepared & Patient
- Shovel ready projects
- Recognize that this may be a longer term plan and that the development of a collaborative, tight knit relationship the aboriginal communities around our campus is the most important first goal as it will be the foundation for all of our success

Start by recognizing that we are on lands with proximity to the traditional lands of the Ogibiway and Algonquin peoples.

When reviewing our presentation and plan based on what we heard, we recognize immediately that based on Ray's presentation from Silpada University that collaboration will be key because he obviously has some pre-conceived ideas on what will be happening in terms of aboriginal student success.

Aboriginal – terminology to represent First Nations, Metis

5 pillars required to support Aboriginal Student Success

#1 – invite at First Nations / Metis / Aboriginal rep – student, faculty, staff, admin & elder

Institutional Strategy
 Services, Programs, Techniques
 Have shovel ready programs

Assessment of Programs / Services

Data Required
- Number, age distribution
- Which bands etc %
- Programs, retention rate
- What other services in community and government initiatives
- Current resourcing, recruitment
- Target

Resources Needed

How will we involve faculty & other stakeholders in the programs / services