The Recruitment - Retention Connection

Working Together for Student Success
Session Goals

• Advantages of recruitment, admissions, and international student services personnel working together (and consequences of not)

• Key campus players for supporting retention and persistence of non-U.S. students

• Helpful resources for developing strategies to recruit in and retain a targeted student market
Who We Are

• Sandy Schoeps Tennies, Director  
  Great Circle Global Education Consulting

• Susan Kassab, Director, Univ Enrollment & Advising Services  
  ELS Educational Services, Inc.

• Harry Domicone, Director of International Relations  
  CLU School of Management  
  California Lutheran University

• Lawrence Bell, Executive Director, International Education  
  University of Colorado Boulder
Who Are You?

- U.S. or outside the U.S.?
- Institution, organization, association, other?
- Work with graduate, undergraduate, both?
- Recruitment, admissions, international student services, retention, one-person office, faculty, student, other?
- How long working in enrollment, recruitment, or retention? How long in international? Started in domestic and now doing international?
Today’s Session

• Introductions
• Overview of International Enrollment Management
• Case Study: Graduate Student Recruitment
• Case Study: International Student Persistence
• Q&A
• Resources and Wrap-Up
International Enrollment Management
Where Recruitment and Retention Fit Together and Connect
Why Plan?

- Provides a roadmap
- Guides budget and resource allocation issues
- Allows you to engage the campus community
- Provides a measurable pathway to enrollment, retention, graduation success
A Working Definition

IEM is a “focused and holistic strategy involving the successful recruitment, admission, enrollment, retention, graduation, and reentry of international students translated into an operational plan.”

– From “Evidence-Based Approach to Strategic International Enrollment Management: A Case Study of American University” by Fanta Aw and Evelyn Levinson in IIE Networker, Fall 2012.
IEM Cycle

Inserting IEM into the Institution

Resources and Data

Creating an International Recruitment, Enrollment, and Retention Strategy

Executing Your Plan

Measuring Success

May 25-30, 2014 NAFSA Conference, San Diego, CA, USA
IEM Context

Inserting IEM into the Institution
- Mission
- Strategic Objectives
- Strategic Challenges
- Traditional Alignment of International SEM
- Strategic Alignment of International SEM
- University commitment to Internationalization

Resources and Data
- Know Your Competition
- Where Can you Find Data?
- What Questions Should You Ask?
IEM Context

Creating an International Recruitment, Enrollment and Retention Strategy
- Planning
- Research
- Staff Development
- Engaging the Campus
- Recruitment
- Alumni

Executing Your Plan
- Using Technology
- Admission Policies and Practices
- ESL Policy
- Financial Aid Policy
- Preparation for Arrival
Measuring Success

- Student Retention Statistics
- Success of Student Programming
- Academic Success Parameters and Initiatives
- Peer Mentoring
- Cultural Events and Programming
- Making Connections Internally
Today’s Focus

Creating an International Recruitment, Enrollment and Retention Strategy

- Planning
- Research
- Staff Development
- Engaging the Campus
- Recruitment
- Alumni
California Lutheran University

Graduate Student Recruitment and Retention
Snapshot

- Small, private liberal arts institution, founded in 1959
- Enrollment: 4200 (2800 undergrad; 1400 grad)
- International students: 120 undergrad; 480 grad
- Campus-wide, and at all levels, decisions are based on fulfilling the university’s mission:
  “... to educate leaders for a global society, who are strong in character and judgment...”
School of Management

- Over last decade, SOM has driven international enrollment for the university
- Functions like a business, albeit a not-for-profit one
  - Students are “clients”
  - ELS and other collaborators are “partners”
  - Select professional counseling agencies are “customers”
- Seeks to achieve university mission via efficient and effective resource allocation that addresses goals, constraints, current markets, and trends
Role of ESL/IEP Program

- CLU is host to an ELS Language Center
- Collaboration between CLU and ELS results in extremely high student satisfaction and retention
  - Relationship reinforced with trust
  - Transparency
  - Open communication
- IEP within environment of supportive community
  - Provides language preparation
  - Assists student with academic transition and acclimation
  - Fosters self-efficacy, responsibility, and affinity
Campus Outreach

• Collaboration, cooperation, and communication are essential and inevitable

• Proactive or reactive?
  • *ex ante* leads to higher retention than *post hoc*

• IEP plays a major, collaborative role

CLU Internal Stakeholders

• International student services
• Student health center
• Business office
• Information resources and services (incl. writing center)
• Career services
• Student life
• Registrar
• Campus safety
• Campus ministry
• Academic units
• Alumni & community relations
At-Risk Student Early Alert

- Faculty members identify at-risk students
- Students counseled, supported, tracked, and monitored
  - Constant lateral and vertical communication
  - Confer with ELS Language Center
  - Academic intervention and assistance
- Review of records to identify patterns or warnings that may have been overlooked (for future improvement)
Upper Administration

• Resource allocation demonstrates commitment
  • Leadership and budget are drivers for internationalization
  • Lead to strong retention and brand-building, which enhances enrollment

• Campus entities become collaborators and enablers
  • Diversity enhanced and financial viability reinforced
  • Internationalization integrated into branding & messaging

• Absent strong and visible support, internationalization efforts become cumbersome, burdensome, and ineffective
  • Busy colleagues have much to do with limited resources
Retention

• Requires continuous communication, review, reconsideration, data analysis, and transparency

• In SOM international graduate programs, retention exceeds 90% (over 95% in some)

• Coordination and support across campus contribute to early detection and intervention, essential to maintaining these thresholds
University of Colorado Boulder
Persistence of International Students
Snapshot

• Quick Boulder campus snapshot
• Recent history of international enrollments
• Campus International Office perspective
Enrollment Mgmt Group

• Campus Enrollment Management group continues

• For the most part, domestic recruiters tackled international issues

• Accurate predictions have always been at the heart of their work

• Important to share the IEM
Campus Outreach

- Prepare various campus units for influx of new international students and increased student diversity
- Cooperatively develop multi-faceted retention programs
- Work with existing advising units
- Find your allies
Increased Student Diversity

• Prepare various campus units for influx of new international students and increased student diversity

• Communication concerns

• Cultural sensitivity issues

• Find your faculty and advisor allies
Retention Programs

• Cooperatively develop multi-faceted retention programs

• Finding allies

• A local example: International Student Success Network @ CU-Boulder
Multicultural Office

- Work with the multicultural programming unit
- Outreach that works
What questions do you have for us?
NAFSA Resources

- NAFSA’s IEM Professional Networks include:
  - Publications and online resources about IEM
  - Network discussion forums
    [www.nafsa.org/IEM](http://www.nafsa.org/IEM)
- Webinar: Financial Strategies to Recruit, Support, and Retain International Students
- Sessions at this conference
Additional Resources

- IIE Open Doors annual reports
  www.iie.org/opendoors

- WES research reports and webinars
  www.wes.org/ras

- ICEF enrollment monitor
  monitor.icef.com

- AACRAO, NACAC, OACAC, AIRC
Good luck connecting!

- **Lawrence Bell**, University of Colorado Boulder  
  larry.bell@colorado.edu

- **Harry Domicone**, California Lutheran University  
  domicone@callutheran.edu

- **Susan Kassab**, ESL Educational Services, Inc.  
  skassab@els.edu

- **Sandy Schoeps Tennies**, Great Circle Global Ed Consulting  
  sandyt@greatcircleglobal.com