

RECRUITMENT and RETENTION as SEEN from the STREET

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Introduction: why me..... previous position

I. Research

A. Quantitative

1.Documents

(a) Census Data and Updates, County by County

(b) University data on retention, location, demographics, student opinions

(c) Studies by US Dept. of Education, Board of Regents in Wisconsin, any other I could find from any other organization I could Goggle

(d) Previous surveys.... Warning... METHODS

2. Surveys, phone and computer based

B. Qualitative: Interviews with....

1. Possible students, students, ex-students who graduated, ex-students who left.

2. Employers, private, government, non-profit

3. Focus groups... organizations, private and students

4. Career /Job Placement Companies

5. Chambers and Economic Development Agencies

C. "Competitor" Research:

1. Area universities and colleges, private and public

2. Nation wide

3. Internationally

D. Carol Aslanian : one of her conferences

I., E. Communication Research

- 1. Using the Web**
- 2. Radio, TV... cable**
- 3. Newspaper**
- 4. Mail**
- 5. Chamber Events**
- 6. Non-credit training**

SO... What did we want to know.... Nicholson quote...

“You can’t handle the truth.” Not always can we fix things... but we can manage it toward the goals and objectives.

GOAL:

MEET THE NEEDS OF CITIZENS, EMPLOYERS AND THE COMMUNITY FOR EDUCATED PEOPLE WITHIN OUR AREA, STATE AND NATION

OBJECTIVES:

- 1. RECRUIT STUDENTS INTO OUR PROGRAMS**
- 2. RETAIN STUDENTS**
- 3. HAVE OUR STUDENTS AND GRADUATES BE OUR BEST RECRUITERS**
- 4. PROVIDE TOP QUALITY, APPLICABLE, ENGAGING, EDUCATION WHERE STUDENTS LEARN AND OUR GRADUATES CAN MOVE ON TO SUCCESSFULLY DO WHAT THEY WISH.**
- 5. PROVIDE THAT EDUCATION IN AN ACCESSIBLE AND AFFORDABLE MEANS**

**FINDINGS: YOU WILL NOTE THERE ARE NO NUMBERS...
DEPENDS YOU ASK, WHAT STUDY YOU READ, WHEN IT WAS
DONE... EVERYTHING THAT FOLLOWS IS BEST DEFINED AS A
“HEALTHY MAJORITY”**

1. WHO ARE THESE STUDENTS?

A. GENDER

**B. AGE (INCORRECT, SILLY, MISGUIDED, ARTIFICIAL
AGE USED... (Do I have any strong feelings on this
subject?)**

C. RACE

D. MARITAL STATUS

E. LOCATION

2. WHO ARE THEIR EMPLOYERS?

A. PRIVATE SECTOR ANOMALIES

B. PUBLIC SECTOR ANOMALIES

C. NON-PROFIT ANOMALIES

D. UNEMPLOYED ANOMALIES

- 3. WHAT DO THE STUDENTS WANT?
(FSU STUDENT'S ANSWER TO ME)
IN THIS ORDER...**
- A. A DEGREE... THE ONE THEY ARE SEEKING (UNLESS IT HAS A 'WEIRD NAME") THEY STILL WANT THE DEGREE BUT WISH YOU WOULD PLEASE CHANGE THE NAME**
- B. LOCATION**
- C. TO LEARN THINGS THAT WILL HELP THEM IMMEDIATELY DO BETTER AT WORK, AT HOME, IN OTHER PARTS OF THEIR LIFE... IN THAT ORDER, IF THEY ARE WORKING.**
- D. TEACHERS AND TEACHING METHODS THAT INSPIRE, MAKE THEM THINK, HELP THEM LEARN, HELP THEM UNDERSTAND THIS COURSE, THE FUTURE, AND THEIR ROLE IN IT. ALSO REALLY HELPS IF YOU CAN MAKE THEM LAUGH, RELAX, AND NOT TAKE IT ALL SO SERIOUSLY.**
- E. A VARIETY OF DELIVERY SYSTEMS: QUARTERS, SEMESTERS, INTERIM, SUMMERS, FACE TO FACE, HYBRID, ON-LINE. (SECONDARY TO GETTING THE DEGREE QUICKLY FOR MOST, NOT ALL)**

**F. REASONABLE EXPENSE AND UNDERSTANDING
THOSE EXPENSES:**

Couple of examples Online, student fees,

**E. A RECOGNITION THAT THEY JUST MIGHT KNOW
SOMETHING ALREADY**

**F. COURSE AND CURRICULUM FLEXIBILITY AND
SUBSTITUTION POLICIES**

**G. SCHEDULING PROCESSES AND CLASS SIZES
RECOGNIZING NON-TRADITIONAL (AND TRADITIONAL)
DESIRES FOR THE
DEGREE IN REASONABLE TIME AND AT
REASONABLE EXPENSE.**

**H. RECOGNIZE THAT IN GROUP PROJECTS AT WORK,
SLACKERS ARE REMOVED, QUICKLY.**

**I. WARNING: BEWARE OF SELF DIRECTED LEARNING
EVEN AMONG UPPER LEVEL STUDENTS. THEY SAY
THEY DO NOT WANT TO BE MICRO-MANAGED, BUT**

MANY ARE NOT READY FOR SETTING THEIR OWN WORK, STUDY, AND PRODUCTION SCHEDULES. IT WILL REQUIRE EXTRA INTRODUCTION.

4. WHAT DO THEIR EMPLOYERS WANT? Employees with

A. TECHNICAL SKILLS:

- 1. Computer networking, programming, connecting to rest of business' operations, problem solving, forecasting, systems thinking, logistics, and beyond...**
- 2. The trades...**
- 3. Accounting**
- 4. Nurse practioners**
- 5.and so on**

B. NON-TECHNICAL SKILLS

- 1. WRITE IN THE ENGLISH LANGUAGE WITH CORRECT GRAMMAR, SENTENCE STRUCTURE AND MAKING SENSE. (University professors would love to see high school graduates who can write correctly)**

- 2. An understanding work and what it is. An understanding of co-workers and teams, interpersonal relationships at work, communication, supervision, management and leadership. Managing conflict,**

- 3. An understanding of money, finance, economics, and the relationship to profit centers, budgeting, materials, labor, inventory, mistakes.**

4. Analysis and solution of problems, critical thinking, planning, project management,

5. Innovation and creativity.

6. Proactive learning from the daily experience

II. Roadblocks from Experience and others

A. Programs not developed to meet specific audiences but around academic subjects and faculty desires.

B. Terrible branding, naming, titles and descriptions

C. Institutional slows.... Nimbleness needed

D. No one is accountable for retention...

E. Lack of financial aid to offset growing costs

F. Tuition reimbursement does not help poor people

G. Woefully inadequate marketing and advertising and recruiting budgets and misuse of dollars ...

H. Web sites out of date, inadequate and no one knows they are there.

III. Closing remarks....

A. Constant community engagement with the people that will help.

B. Constant research

C. Constant improvement, course by course,

D. Close ties with career services and employers

E. Live with community colleges, tech schools

G. Institutional flexibility for the non-traditional programs.