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# *The Recruitment - Retention Connection*

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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

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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

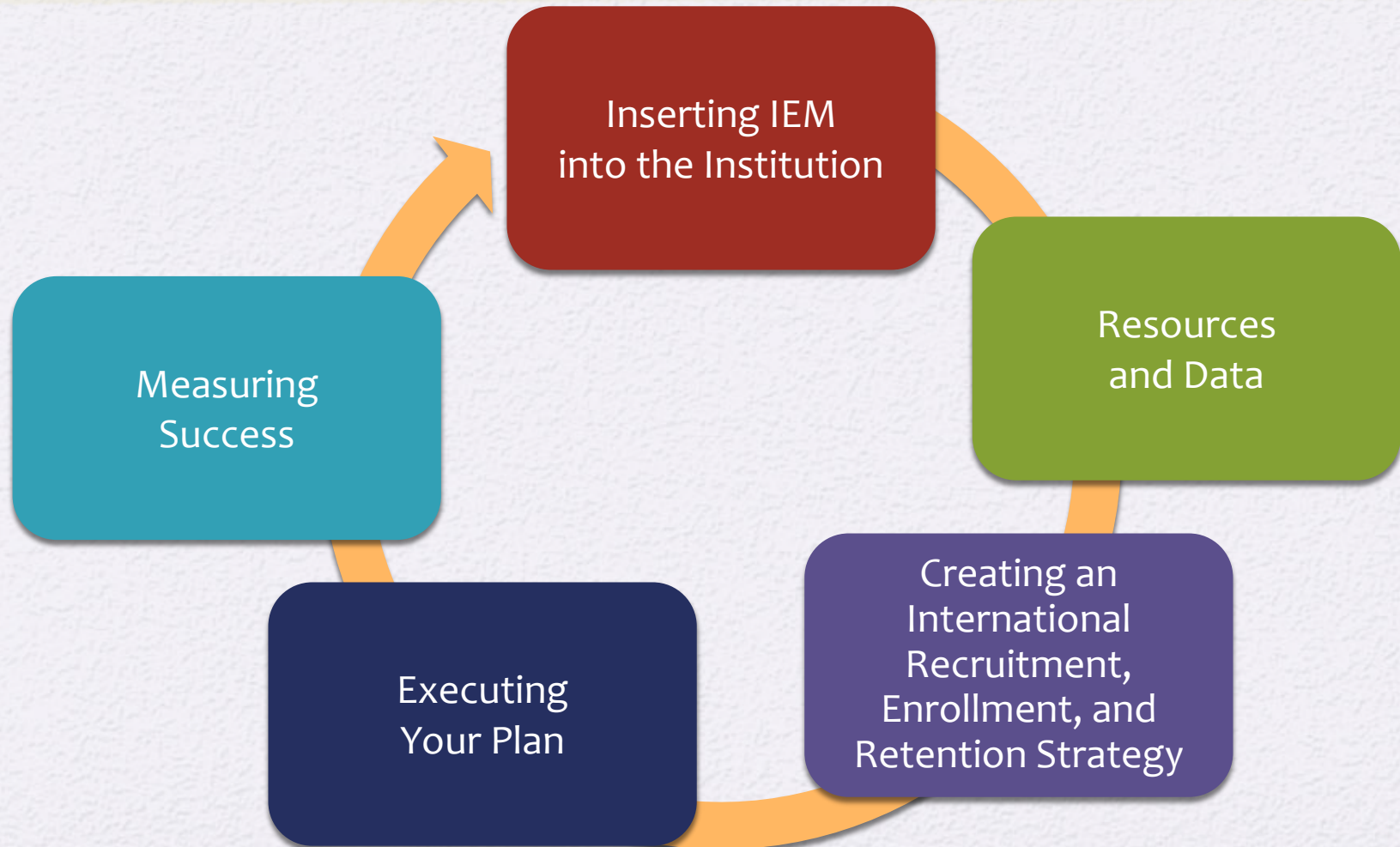
# A Working Definition

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



# 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

# IEM Context

## 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

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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

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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



Q & A

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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](http://www.iie.org/opendoors)
- WES research reports and webinars  
[www.wes.org/ras](http://www.wes.org/ras)
- ICEF enrollment monitor  
[monitor.icef.com](http://monitor.icef.com)
- AACRAO, NACAC, OACAC, AIRC

# Good luck connecting!

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