

SENECA COLLEGE

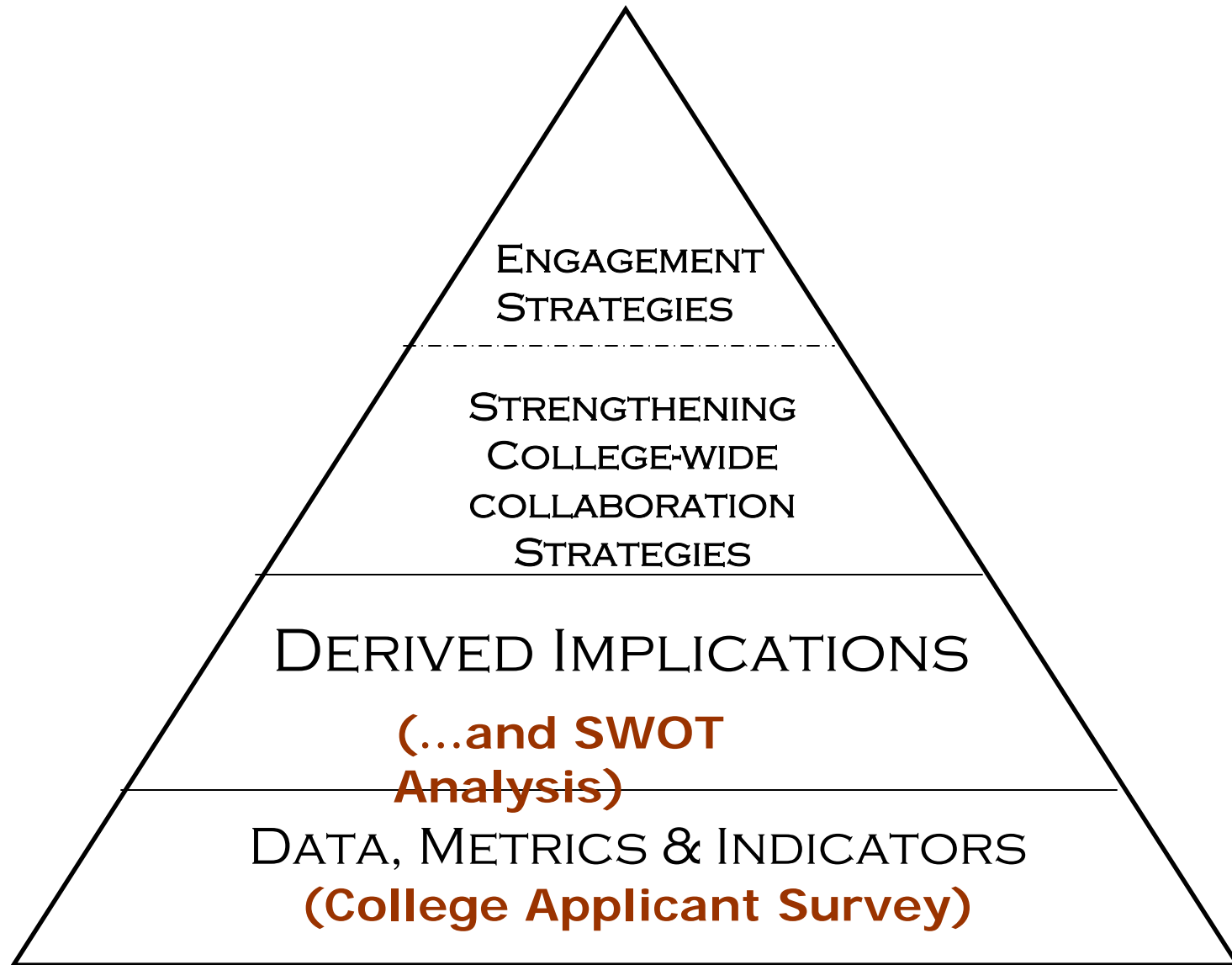
**Understanding and Engaging
Non-Direct Applicants**



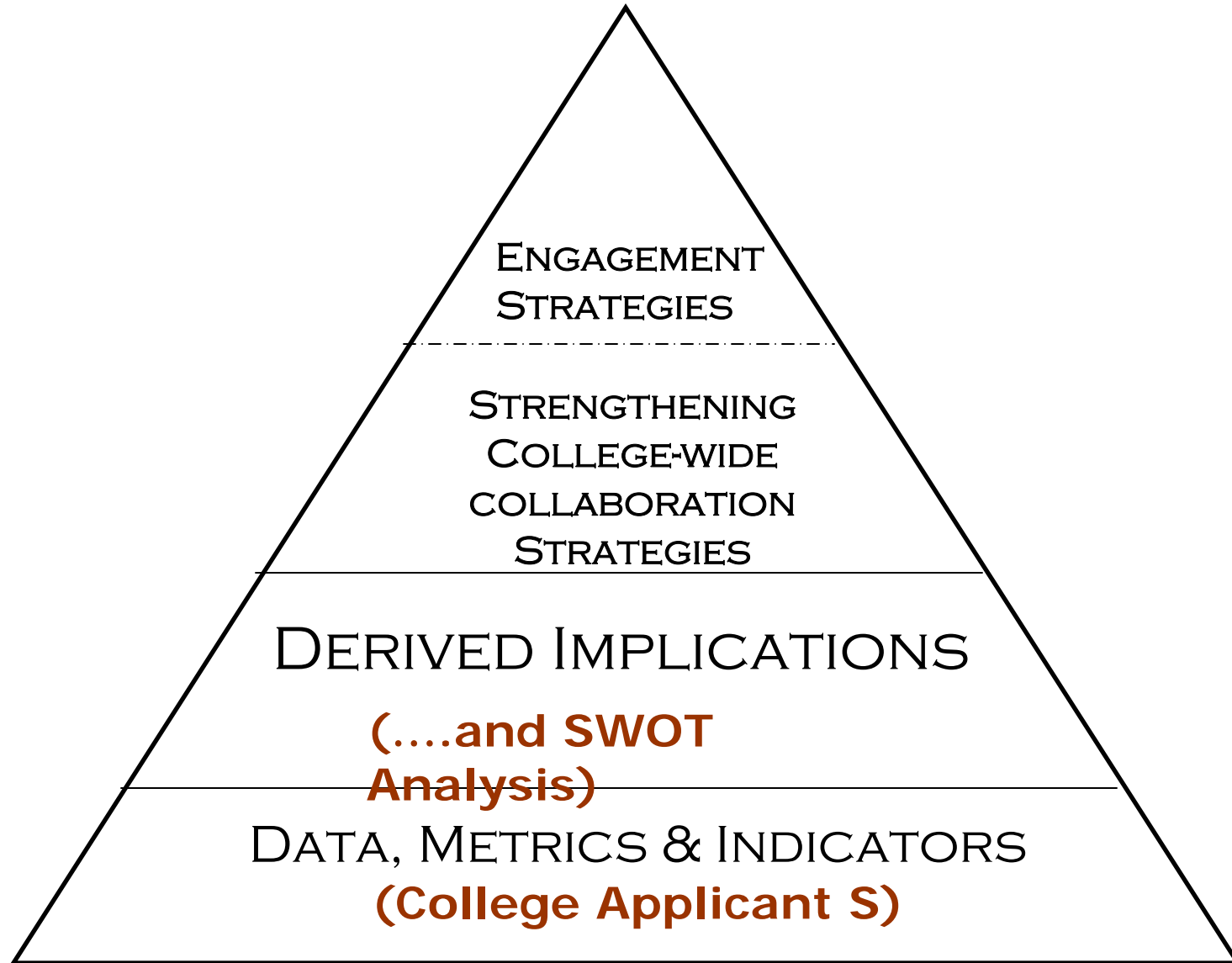
Discussion Content

- I. Methodology
- I. Seneca's Non-Direct Applicants: Distinct Characteristics
- II. Implications Derived from Deeper Understanding of Non-direct Applicants
- III. Improving and Developing New Strategies to meet Non-direct Applicants' Academic and Service Requirements

Our 'Guiding Model'



Our 'Guiding Model'



Methodology

- Compare *groups* and *variables* for significant differences: **NOMINAL VARIABLES**

% within If Direct or Non direct Entry

		If Direct or Non direct Entry	
		Direct Entry	Non Direct Entry
1_Age decided to apply	<9 years	4.9%	4.6%
	10-14 years	10.6%	6.7%
	15-17 years	52.6%	17.1%
	18-19 years	26.0%	23.6%
	20-24 years	3.8%	28.4%
	25 and older	2.0%	19.6%
Total		100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	600.354 ^a	5	.000
Likelihood Ratio	661.372	5	.000
Linear-by-Linear Association	379.335	1	.000
N of Valid Cases	2295		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 53.68.

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.511	.000
	Cramer's V	.511	.000
	Contingency Coefficient	.455	.000
N of Valid Cases		2295	

Statistically significant relationship

Strength of the relationship

Methodology

- Compare *groups* and *variables* for significant differences: INTERVAL VARIABLES

* Ex. Total (\$) funds from all sources to cover costs of 1st year college

Group Statistics

	If Direct or Non direct Entry	N	Mean	Std. Deviation	Std. Error Mean
Derived - Total: Private, loan and scholastic	Direct Entry	712	7668.0871	6591.89186	247.04159
	Non Direct Entry	784	8717.9796	6765.78988	241.63535

Independent Samples Test

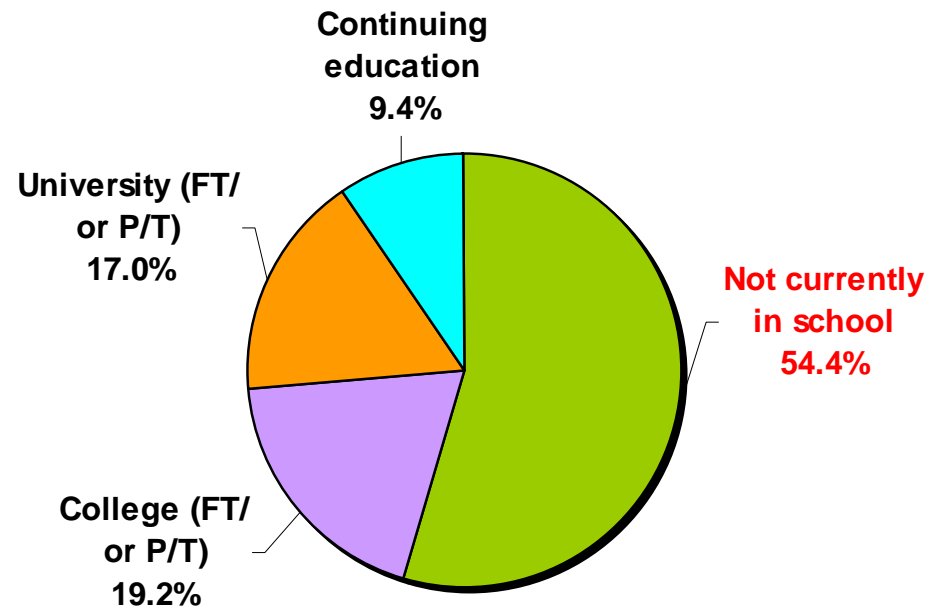
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Derived - Total: Private, loan and scholastic	Equal variances assumed	1.414	.235	-3.034	1494	.002	-1049.893	846.00145	-1728.59	-371.192
	Equal variances not assumed			-3.038	1486.632	.002	-1049.893	845.56793	-1727.75	-372.040

Statistically significant relationship

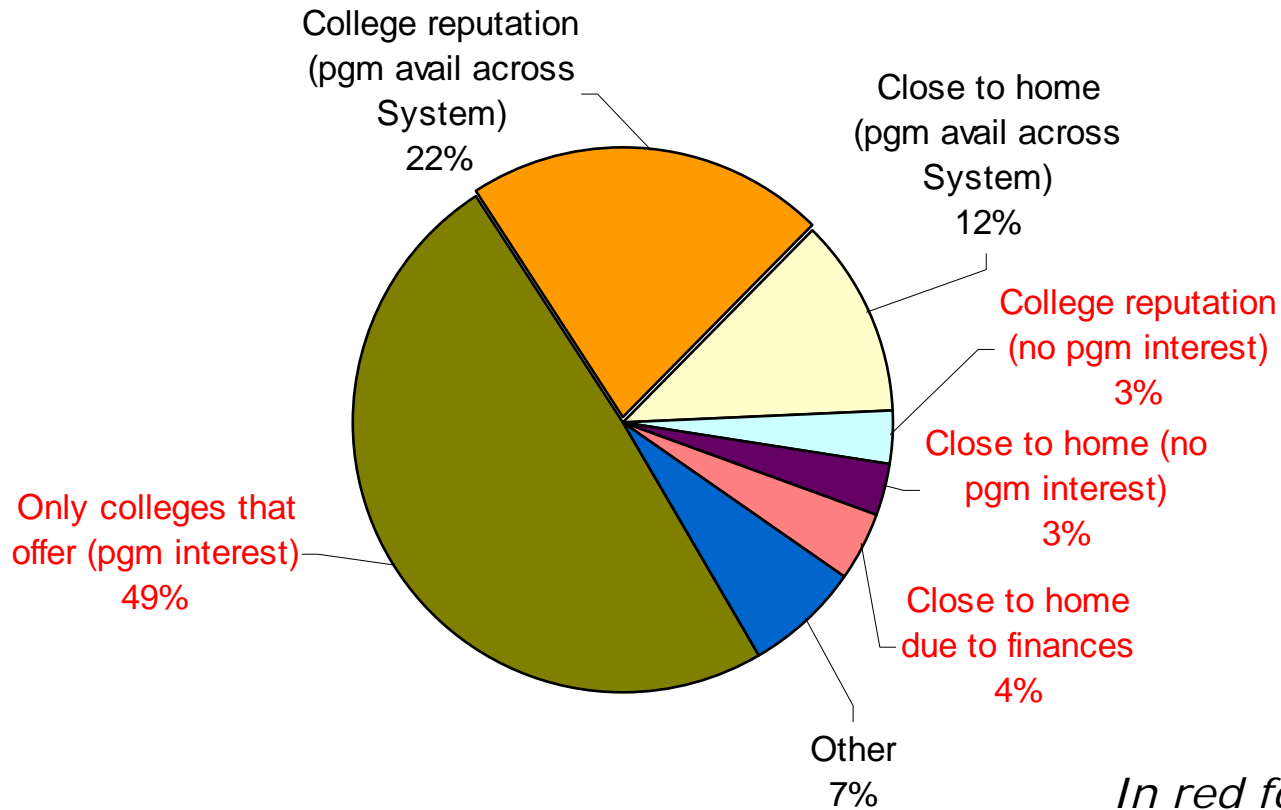
Strength of the relationship 6

SENECA'S NON-DIRECT APPLICANTS: AT A GLANCE

Current educational status...



Process of decision making in considering post secondary options



In red font indicates strongly significant differences vs. Direct Entry

Typical Non-direct Entrants

Significantly Distinct Characteristics

More likely to ...

- ✓ Be married and have at least one dependent
- ✓ Have decided to apply at the age of 20 and over
- ✓ Be working full-time (30hrs/wk)
- ✓ Intend to attain Certificate & Post Diploma/Grad
- ✓ Live in an off-campus rental
- ✓ Have moved to Canada before 1996

Typical Non-direct Entrants

Significantly Distinct Characteristics

More likely ...

- ✓ Not to have attended high school in ON
- ✓ To have taken *General program* and *Advanced program* in Gr. 11 & 12
- ✓ To have taken *General* and *Advanced* Grade 12 Math
- ✓ To have an (approx) overall high school average of at least 80%
- ✓ To plan to study Health Sciences & Business

Typical Non-direct Entrants

Significantly Distinct Characteristics

More to likely to ...

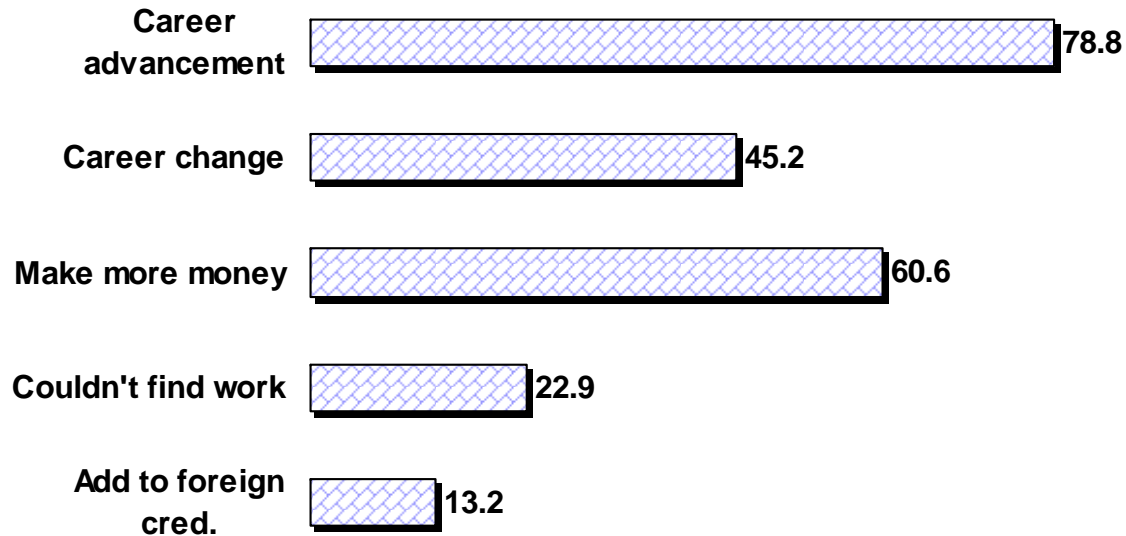
- ✓ Spend the 'most time' on the *Prospective Students'* page when visiting Seneca website's
- ✓ Be 'very much' influenced by the **college website** in choosing Seneca
- ✓ Use the **video interviews** feature when visiting college websites
- ✓ Have viewed a smaller number (1 to 3) of viewbooks
- ✓ Rate Seneca's viewbook as 'somewhat' appealing and helpful

Typical Non-direct Entrants

Significantly Distinct Characteristics

- ✓ Have received less mail and email since submitting application compared to Direct Entry applicants
- ✓ As expected, mail and email were more likely to be rated as 'least influential' in choosing Seneca
- ✓ More likely to say that parents/guardians **did not** put aside any savings for their college education
- ✓ More likely to say 'Will not apply' to Ontario student aid program
- ✓ Less likely to work while at College

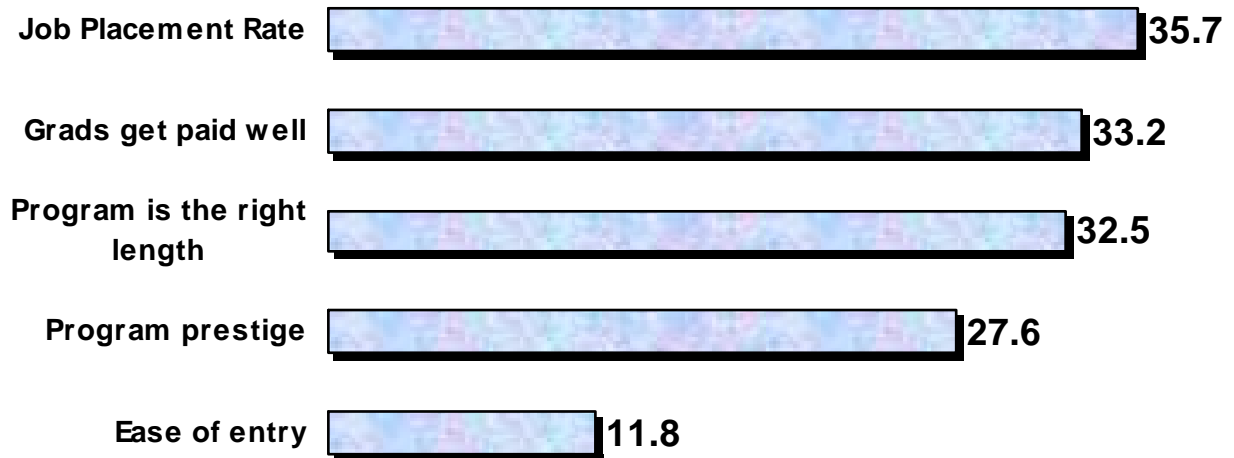
MAJOR_reason for applying to college ...



Compared to Direct Entry, less likely to cite these as maj

Employer required
Encouragement
Personal development
Prepare for college
Prepare for employ.
Prepare for univ.
To get credential

MAJOR_reason in choosing 1st choice program



Compared to Direct Entry, less likely to cite these as major reasons.

- Co-op/ work experience included
- Know someone working in the field
- Encouragement from others
- Good at it
- Want job/ career related to it
- Personal interest in it
- Needed for further education
- Didn't know what else to take
- Program is affordable
- Program is close to home

More likely to be concerned about...

Amount of debt might you might incur by the time you graduate



Your ability to repay the debt within a reasonable time frame.



Compared to Direct Entry, less likely to cite these as concerns:

Having sufficient funding to complete college education.
The availability of bursaries and student loans.

How interested would you be in trying the following to get a better sense of a college?*

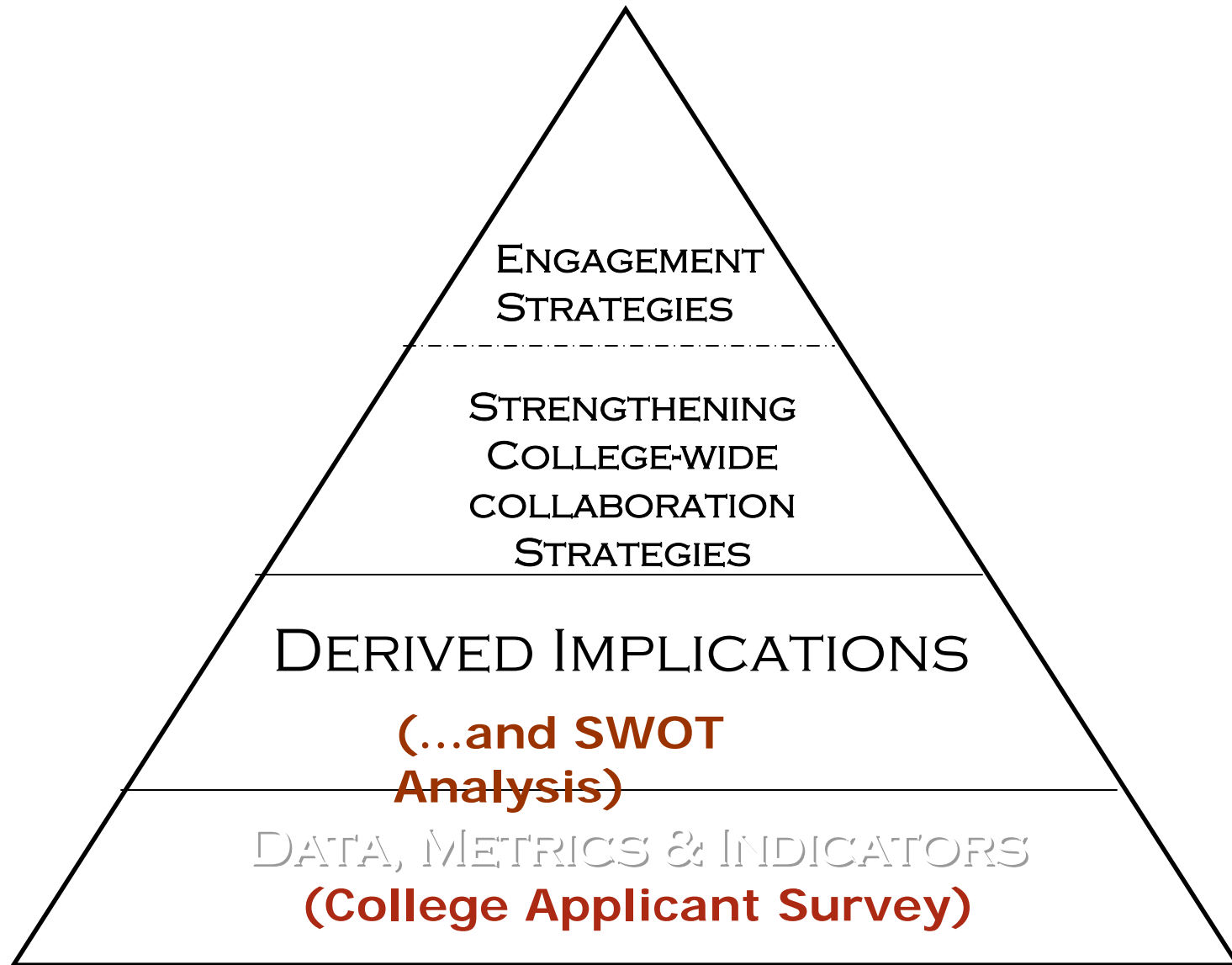
More likely to be 'Very much' interested in...

- Communicating directly with instructor/faculty

Compared to Direct Entry, less likely to cite these as major interests

Shadow a 1st year student for a day
Attend a special lecture
Talk by phone with a 1st yr student in a program of consideration
Chat online with a 1st yr student in a program you are considering
Meet with an admissions counsellor
Stay overnight on a campus residence
Talk to a graduate working in your area of interest

Our 'Guiding Model'



Derived Implications

(Excerpts)

- ❑ The Seneca viewbook is not as influential as it should be.
- ❑ Non-direct applicants report less frequent email and mail contact from Seneca.
- ❑ The website is a critical communications vehicle.
- ❑ Investment and creativity are essential to address and support Non-direct applicants' decision-making process.

Derived Implications (...and SWOT Analysis)

S T R A T E G I E S		
	STRENGTHS	WEAKNESSES
OPPORTUNITIES	Promote strengths to... <i>Capitalize on Opportunities</i>	Improve each weakness to...
THREATS	Promote strengths to... <i>Address Vulnerability to External Threats</i>	Improve each weakness to...

Adaptation (*QuickMBA.com*)

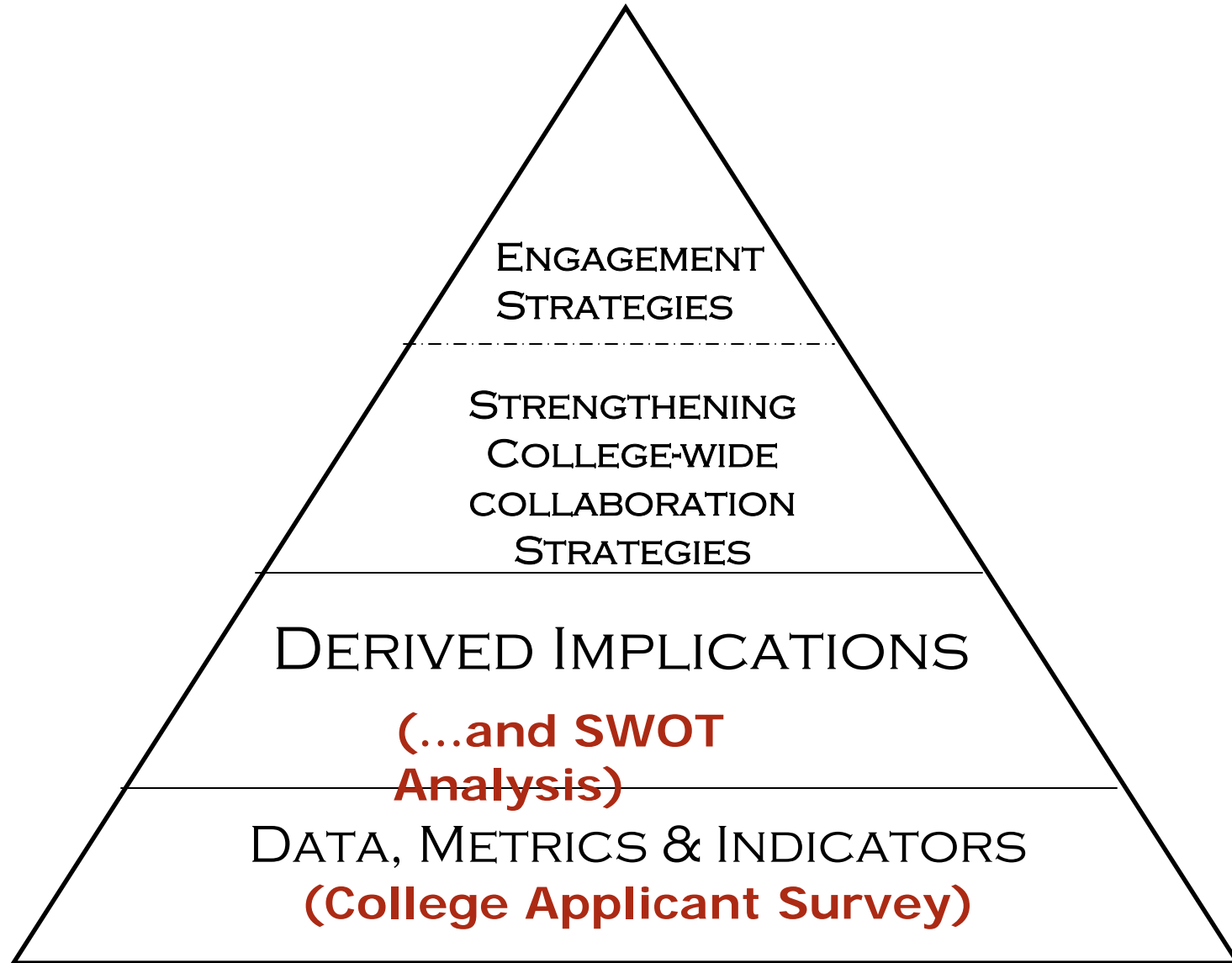
Derived Implications and SWOT Analysis

IMPLICATIONS

G1-Marketing & Recruitment: Non Direct applicants report less frequent email and mail contact; Seneca Viewbook not as influential as it should be

S T R A T E G I E S		
	STRENGTHS	WEAKNESSES
OPPORTUNITIES	<p>Promote strengths to...</p> <p>Capitalize on Opportunities</p> <p>✓ Web revitalization (Prospective Students' page/'YourFuture@Seneca')</p>	<p>Improve each weakness to...</p> <p>✓ Increase efficiency & productivity of email and mail communication.</p>
THREATS	<p>Promote strengths to...</p> <p>Address Vulnerability to External Threats</p> <p>✓ Web revitalization (Faculty Profile/Video Interviews)</p>	<p>Improve each weakness to...</p> <p>✓ Address the 'appeal' issue of Viewbook through further evaluation of current trends (e.g. interactive Viewbook on CD)</p>

Our 'Guiding Model'



SEM Framework

Goal 1: Marketing and Recruitment

Develop and execute a comprehensive Marketing/Recruitment Plan that drives and supports the College's enrolment and retention goals.

Goal 2: Student Success/Retention

Develop a strategic and coordinated approach to retention/student success as outlined in the Strategic Plan with a focus on shared accountability in order to enhance student success

Goal 3: Structures/Relationships

Develop and strengthen authentic collaborations through the use of a team approach that results in increased student success and retention.

Goal 4: Student Financial Aid

Promote and ensure greater access to Seneca College through widespread, timely and accurate financial aid information and outreach, while continuing to explore additional financial aid options

Goal 5: Professional Development

Support and enable SEM principles and culture in all aspects of the College through the development of skills, knowledge and attitude

Goal 6: Evaluate the effectiveness and efficiency of the SEM Plan

Develop tracking and monitoring mechanisms that will measure the SEM plan for effective and efficient recruitment and enrollment management.

Goal 1 – Marketing & Recruitment

Develop and execute a comprehensive Marketing/Recruitment Plan that drives and supports the College's enrolment and retention goals.

- Objective 2 – Identify our strengths and weaknesses through the systematic assessment, using SWOT analysis of enrolment and recruitment practices to inform the marketing and recruitment plan

Strategy 1 – Increase efficiency & productivity of email and mail communication.

Strategy 2 - Address the 'appeal' issue of Viewbook through further evaluation of current trends.

Strategy 3 – Web revitalization (Prospective Students page/*YourFuture@Seneca*; Faculty profile/video interviews)

Goal 2: Student Success/Retention

Develop a strategic and coordinated approach to retention/student success as outlined in the Strategic Plan with a focus on shared accountability in order to enhance student

- Objective 1 – Review, understand, and enhance student advisement, support for students (with an emphasis on the 1st yr students), and retention efforts/initiatives in both academic and service/social areas.

Strategy 1 – Gain an understanding of current advisement practices at the College; strengthen what is working and initiate steps to strengthen areas of weakness to ultimately create College-wide consistency (esp. general information)

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Strategy n -

Goal 4 – Student Financial Aid

Promote and ensure greater access to Seneca through widespread, timely and accurate financial aid information and outreach, while continuing to explore additional financial aid options.

- Objective 1 – Ensure students have timely financial aid information and the tools necessary for successful access and retention.

Strategy 1 – Improve electronic access to information (e.g. budgeting; renewable scholarships; awards; bursaries; OSAP; Murray Baker's 'The debt-free graduate')

Strategy 2 - *Online* budget calculator



**Thank you for your time.
See you at the next SEM conference!**