

Civic Engagement and Enrollment Management

Key Interventions to Promote Student Selection, Satisfaction, and Success

Chris Lucier, UVM VP for Enrollment Management
Carrie Williams Howe, Associate Director, UVM Community-University Partnerships and Service-Learning Office

Session Overview

- Introductions
- What is Enrollment Management?
- What is included in “Civic Engagement?”
- Stages of EM & linked CE:
 - Recruitment
 - Matriculation/First Year Success
 - Ongoing Retention
 - Successful Graduation
- Case study – Community Service Scholarship
- Questions/Discussion

What is Enrollment Management?

Enrollment Management

- "an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments. **Organized by strategic planning and supported by institutional research, enrollment management activities concern student college choice, transition to college, student attrition and retention, and student outcomes.** These processes are studied to **guide institutional practices in the areas of new student recruitment and financial aid, student support services, curriculum development, and other academic areas that affect enrollments, student persistence, and student outcomes from college"**

Hossler, Bean, et al from Answers.com

Enrollment Management

- Enrollment management **is not an event, a single function, or a specific office.** It is a significant component of all of the strategic goals, and cannot be performed by one person or a few offices. **It requires broad institutional recognition, support, communication, and collaboration, and must be managed as a continuum that takes us from first contact with a prospective student to graduation.** The Division of Enrollment Management at the University of Vermont is uniquely positioned to play the lead role in engaging the campus community in enrollment management efforts.

A Spectrum of Civic Engagement

Civic Engagement is...

- “Acting upon a heightened sense of responsibility to one’s communities;
 - Developing civic sensitivity;
 - Participation in building civic society;
 - Benefitting the common good.
- Individuals are empowered as agents of positive social change for a more democratic world.”

Jacoby, et. Al, Coalition for Civic Engagement and Leadership, University of Maryland
(as found in “Civic Engagement in Higher Education: Concepts and Practices” (2009)

An Engaged Citizen..

- Gains knowledge of others, self, and environment to understand social issues;
- Values diversity;
- Works through controversy with civility;
- Takes an active role in the political process and public life;
- Assumes leadership and membership in organizations;
- Develops and promotes a sense of social responsibility;
- Works toward social justice locally and globally.

Jacoby, et. Al, Coalition for Civic Engagement and Leadership, University of Maryland
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Campus-Based Activities...

- Organizational participation
- Leadership development
- Diversity initiatives
- Volunteerism
- Activism
- Service-Learning
- Community-Based Research
- Political Participation
- Community-Building
- Career Development

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Major Community Engagement Programs at UVM

- Community-University Partnerships & Service-Learning (academic connections);
- Community Service Programs (Student Life and Leadership connections);
- Student and Community Relations (neighborhood connections);
- Career Services (Nonprofit Program).

(Major programs that focus their primary programming energy on civic engagement; other smaller areas of focus exist across campus)

Finding Linkages...

- Volunteerism
- Service-Learning
- Community-Based Research
- Nonprofit Career Development
- Neighborhood Relations



- Recruitment
- Matriculation/First Year Success
- Ongoing Retention
- Successful Graduation

Phase 1: Recruitment

- Creating an applicant pool that supports your institutions' mission and vision
- Who's involved?
 - Primarily admissions office
- Key points of integration
 - Search
 - Integrated communications
 - Print, web, e-communication
 - Blogs, videos
 - Training and information to admissions counselors

Civic Engagement & Recruitment:

- Supporting development of a diverse, engaged community
- Communicating value
- Marketing and Branding Study
 - Hands-on learning = moderately motivating
 - "Opportunity to apply learning to real-world problems" is a major driver defining academic quality
- Eduventures
 - 65% of college-bound students cited "ability of the college/university to prepare you for your career" as a "very important" factor influencing their decision of where to attend
 - Educational value drivers – 43% of students put a high value on experiential learning programs

Know your market

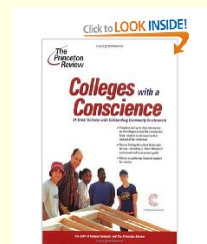
Cooperative Institutional Research Program (CIRP)

	<u>National *</u>	<u>UVM</u>
During the past year, student "frequently" or occasionally		
■ Performed volunteer work	84.4%	87%
■ Performed community service as part of a class	58.4%	60%
Objective considered to be "essential" or "very important"		
■ Participating in a community action program	30.3%	38%
■ Becoming a community leader	36.2%	38%
■ Improving my understanding of other countries and cultures	52.8%	68%
Student estimates chances are "very good" he/she will		
■ Participate in volunteer community service work	28.3%	39.4%

Higher Education Research Institute at UCLA
* All Baccalaureate Institutions

CE & Recruitment: Initiatives

- National Recognition
 - Princeton Review "Colleges with a Conscience"
 - Carnegie Foundation "Community Engagement" Classification
 - Beyond the Books publication
 - President's Community Service Honor Roll



CE & Recruitment: Initiatives

- Collaboration with Admissions/Communications:
 - Highlights in “Viewbook” and other publications;
 - “Stories” on UVM website;
 - Presentations to staff (informing admissions counselors, student guides, etc.);
 - Presentations to Guidance Counselors;
 - Presence at Admitted Student Visit Days.

The UVM Viewbook

STUDENTS WHO LEARN BY DOING

Learning is an active pursuit at Vermont, never passive. Whether it is independent or collaborative research, service-learning, an internship or co-op, no college and few universities match the level of experiential learning offered to Vermont students.



A COMMUNITY THAT IMPROVES THE WORLD

While it's true that the world changes with time, it does not of itself get better. The University of Vermont instills a combination of idealism and pragmatism necessary to have a positive impact on the world.



UVM Stories

The screenshot shows the UVM website with a story titled "Kaia Gray" under the heading "Undergraduate student, community development and applied economics major". The story text describes her background and her involvement in a community development project. A "Learn more..." link is visible at the bottom of the article. An arrow points from the text "Links directly to CUPS home http://www.uvm.edu/partnerships/" to this link.

Phase 2: Matriculation and First-Year Success

- Converting an admitted student to an enrolled student and supporting transition to the first year
- Who's involved?
 - Admissions
 - Student Financial Services
 - Schools and colleges
 - Cocurricular programs
 - Orientation
 - Student affairs
- Key points of integration
 - Admitted student programs and communications
 - Targeted scholarships
 - Orientation
 - First year programs

Civic Engagement – First Year:

- Engaging students early
 - Residential Learning Communities
 - Global Village
 - Greenhouse
 - Dewey House for Civic Engagement
 - First year experience

"Today's first year students expect to be involved in service during college in greater numbers than ever before."

Vogelgesang, Ikeda, Gilmartin, Keup (2002) in *Service-Learning and the First-Year Experience*

CE & First Year: Initiatives

- Community Service Orientation Program



Participation in TREK has been one of the most influential aspects of my UVM experience. The relationships and connections I made have played a major role in leading me to where I am today.
-- Community Service TREKKIE

CE & First Year: Initiatives

■ Service-Learning in 1st Year Seminars

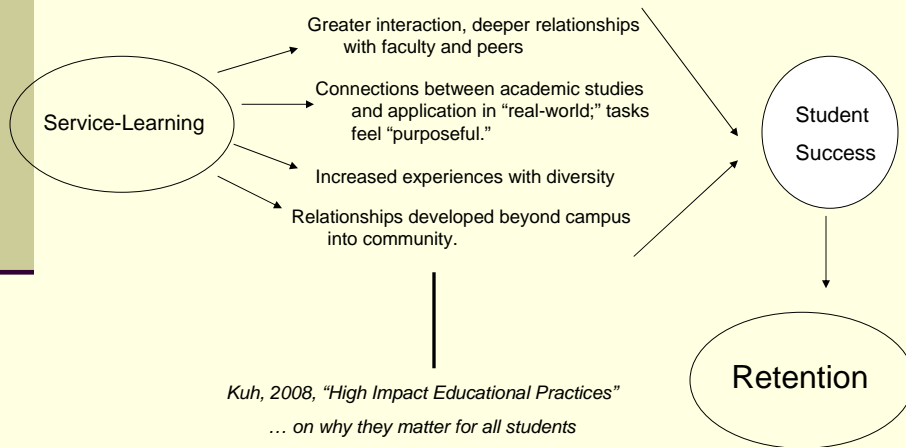
“Pedagogical techniques that encourage students to participate in discussions and critically assess course material seem likely to increase integration and persistence (among 1st year students).”

Vogelgesang, Ikeda, Gilmartin, Keup (2002) in *Service-Learning and the First-Year Experience*

Phase 3: Ongoing Retention – Student Success and Satisfaction

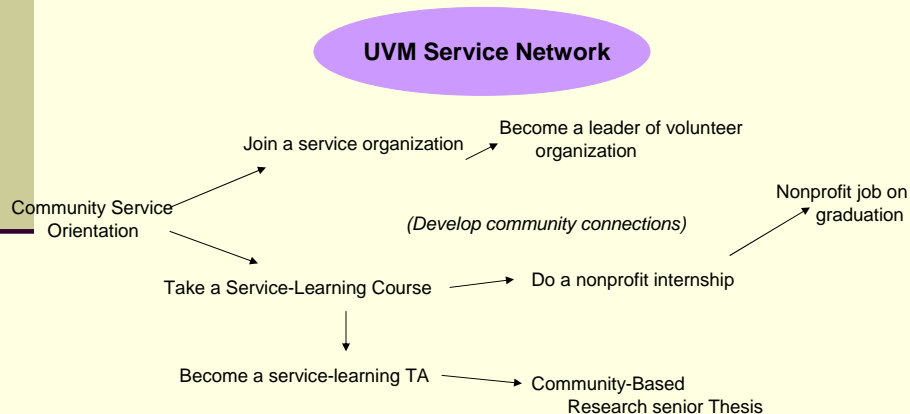
- Supporting student progression through engagement
 - A “happy”, engaged student is your best recruiter
 - Integration into the curriculum
- Who’s involved?
 - Schools and colleges
 - Advising
 - Student success
 - Cocurricular programs
 - Career services
 - Office of International Education
- Key points of integration
 - Early identification
 - At-risk students
 - Curricular integration
 - Study abroad programs

Civic Engagement & Retention



CE & Retention: Initiatives

- UVM Service Network: Guiding students through the Spectrum of Engagement activities...



CE & Retention: Initiatives

- Engaged Department Initiative:
 - Community Engagement infused intentionally and strategically throughout a student's career in a given academic department

 - (see Session B)



CE & Retention: Initiatives

- Leadership & Civic Engagement Focus in Student Life (newly merged);

- Student and Community Relations (ensuring success when students move off-campus):
 - Neighborhood Liaisons
 - Community Coalition
 - Neighbor relations

- Service-Learning Internship Program (Career Services)

Phase 4: Successful Graduation

- Progression to graduation
- Who's involved?
 - Schools and colleges
 - Student life
 - Cocurricular programs
 - Career services
 - Alumni relations
- Key points of integration
 - Curricular integration
 - Career services

Civic Engagement & Successful Graduation:

- LEAP Study: “College Learning for the New Global Century”
 - Essential Learning outcomes:
 - Knowledge of Human Cultures and the Nat. World
 - Intellectual and Practical Skills
 - Personal and Social Responsibility
 - Integrative and Applied Learning
 - Civic Engagement one of the top ten “High Impact Educational Practices” leading to these outcomes.

Civic Engagement & Successful Graduation:

- Significant Positive Impacts of Service:
 - Academic Performance
 - Self-efficacy
 - Leadership Development
 - Civic identity formation/understanding;
 - Career choice (including service);
 - Values (commitment to activism and diversity understanding)

Astin, Vogelgesang, Ikeda, Yee (2000).
How Service Learning Affects Students

CE & Successful Graduation: Initiatives

- Service-Learning Capstone Courses:
 - Promote problem-solving skills;
 - Introduce students to career/life options;
 - Create networks and relationships for students



Natural Resources students participate in a senior capstone, "Environmental Problem Solving."

CE & Successful Graduation: Initiatives

- Community-Based Research
 - Honors College
 - Departmental Opportunities (Senior theses & projects)
 - CBPR Course

CE & Successful Graduation: Initiatives

- Career Services / Nonprofit Career Exploration (throughout the academic experience):
 - Nonprofit advising
 - Community-Based work-study
 - Service-Learning Internship Program

CASE STUDY:

Using what we know about enrollment management to improve a civic engagement scholarship program

CASE STUDY: Improving the Community Service Scholarship



- Provides financial scholarships to students who matriculate to UVM and have shown a dedication to community service in their high school career.
- Scholarships are awarded upon acceptance into the program and continue for four years as long as scholars continue to contribute to the community through service.
- Each Year, Vermont Community Service Scholars contribute more than 5,000 hours of service to the state, the nation, and the world, all while maintaining a solid GPA and a commitment to their studies.

CASE STUDY: Improving the Community Service Scholarship



■ Previous Version:

- Students selected based on presence of community service in general UVM application;
- Open to Vermont students;
- Student leadership initiated in early years, but did not continue strongly;
- Students required to complete 80 hrs of service and maintain minimum GPA;
- Students meet once/month but rarely full attendance and/or engagement.

CASE STUDY: Improving the Community Service Scholarship



■ Enhanced Version:

- Students selected based required application and essays;
- Open to all student applicants, but recruitment specific to Vermont, at risk, & ALANA populations;
 - 70% of applicants considered “at risk”
- Cohort-based model;
- Residential learning component required;
- Connection to academic seminars in 1st and 2nd year;
- 4-year progressive leadership development;
- Capstone Experience.

CASE STUDY: Improving the Community Service Scholarship



Phase 1: Recruitment	Students selected based required application and essays; Open to all student applicants, but recruitment specific to Vermont, at risk, & ALANA populations;
Phase 2: First-Year	Cohort-based model; Residential learning component required; Connection to academic seminars in 1 st and 2 nd year;
Phase 3: Retention	4-year progressive leadership development (including the development of individualized leadership and service plans); Ongoing group involvement.
Phase 4: Graduation	Capstone Experience (including internships, research, and/or projects that prepare students for post-graduation)

Questions/Discussion