Using digital technology to aid student recruitment – information to [SET/MANAGE/MEET] their expectations

15:30-16:30 Session 4: Key Issues Seminar

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What is Jisc?

- We are a registered charity and work on behalf of UK HE, FE and skills to champion the use of digital technologies and have done so for more than 15 years.

- Historically, JISC stood for Joint Information Systems Committee but over the last decade we have evolved and as a company we are now known as Jisc.

- [Read more about our strategy and vision »](#)

How can digital technology help in student recruitment?

- Relationship Management Programme is now available and can be downloaded as a PDF from http://wiki.cetis.ac.uk/RMSAS#Synthesis_.281_Link.29.

- 'A' level students can get a taste of university lectures by watching short videos at the Faculties[10]. The site also offers advice on choosing a university department and the type of career relevant to a subject area.

- For examples of best practice in communicating with prospective students, see the Jisc-funded report by the 1994 group, Managing students' expectations of university[11].

- Listen to our radio show[12] to find out how digital technologies are helping universities to share reliable and consistent course information and support new students throughout the recruitment process.

- Open educational resources (educational materials shared freely online) enable prospective students to preview course content. Our Open educational resources infoKit[13] will guide you through the steps needed to decide whether, and how, to make your educational resources open.

How can digital technology help in student recruitment?

- e-Portfolios, learner-created collections of digital items such as ideas, evidence, reflections and feedback, are particularly useful for capturing informal learning gained through work and life experience. They can help with widening participation and lifelong-learning. See our infoKit[14] and e-portfolio implementation toolkit .

- Student recruitment involves the management and transfer of data between a number of administrative processes such as student records, financial records and course information. We've been working to develop a standard, called XCRI-CAP which facilitates the sharing of course-related information between institutions and to and from organisations such as UCAS.

- UCAS Apply now handles 98.5% of applications to UK higher education electronically, yet business processes for admissions are often predicated, or even reliant, on print-outs of data. We have mapped out existing electronic admissions processes[18] across the UK and are now working to identify best practice and provide a blueprint for the future.

Where does digital technology fit in?

Strategy→

Policy →

Process→

Procedure →

Digital technology and IT tools

Ford is widely acknowledged as a social media power; Ford's Facebook page 900,000 "likes" 300,000 for General Motors Corp. and 235,000 for Chrysler Group LLC.

It has rolled out a string of measurably successful online campaigns that have helped it connect with customers and given Ford's persona a lift.

"You **make products that people want and value,"** he said. "When Alan Mullaly (CEO) came to Ford in 2006, we plowed that money into R&D to improve the product first. Once we knew we had superior products, then we started doing some interesting things with marketing, which is where something like the Fiesta Movement comes into play."

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Session One: Setting the Scene

- Student services helping to support student retention Ben Lewis, Student Advisors
- What protections can students expect from a charter? Nicola Bennison Eversheds
- Alternate dispute resolution in the era of higher tuition fees Rob Behrens, OIA

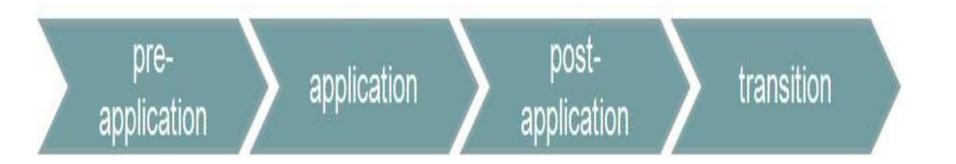**Session Two: IAG to meet student expectations**

- Changing landscape to provide information and **recruit** prospective students Alistair Jarvis, Communications and Marketing
- Is the student always right?   Ken Sloan, Registrar
- The role of information to support outreach Johnny Rich, PUSH guide

Session Three: The changing landscape

- The changing face of student expectations Jamie O'Connell, The Student Room
- Ensuring public information meets the needs for prospective students Chris Taylor, QAA
- What do student expect their degree will deliver after graduation? Jane Artess, HE Careers Services

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The 4 stages of the applicant experience

[Supporting Professional Admissions](#)

But how does previous student's experiences and outcomes feed into marketing and informing future applicants?

From what you have heard today, in relation to using digital technology to aid student recruitment, brainstorm:

issues or concerns: What are your Nightmares?

potential opportunities: What are your Hopes and Dreams?

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What are the BIG issues?

What are the BIG opportunities?

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How can the BIG issues be resolved?
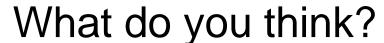
How can the BIG opportunities be taken forward ?

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1. Who owns student recruitment in your organisation?

2. Who owns student admissions in your organisation?

3. What strategies are owned by or impact these departments?

4. What governance mechanisms control these departments and their activities?

5. What digital technologies that impact student recruitment does your organisation use?

6. What issues/opportunities do these technologies present?

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Reorganise your brainstorm thoughts into :

Strengths, Weaknesses, Opportunities and Threats

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What sort of information do you think these different potential applicants would like to know?

Who should tell them?

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- **For the Prospective Student:**

  Education paradigms are shifting to include online learning, blended learning and collaborative models.

  Thus harder to explain what is being offered and who it is suitable for.

  Sense making and the ability to assess the credibility of information are paramount.

- **For the Provider Institution:**

  BIG DATA to analyze behavior to improve recruitment, retention and performance

  Managing Expectations

  Do (FORD) or Die (HMV)

Universities routinely collect large quantities of data that is mostly just used for reporting.

Analytics is an emerging discipline that could use that data to transform the student experience, while fine-tuning resource provision.

The Commercial world demonstrated how analysing behaviour data is helping them boost customer satisfaction and improve business efficiency.

2012 Horizon Report discusses this key trend for education, and as having real potential to improve student experience.

Jisc INFORM Activity data - delivering benefits from the data deluge

Jisc CETIS: Analytics Series Vol 1, No 2. Analytics for the Whole Institution: Balancing Strategy and Tactics

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Key Information Sets (KIS) eg **HESA Technical Guidance** **Provenance of data?**

- student satisfaction (from NSS)

- **course information** (average teaching and learning experience from previous cohorts)

- employment and salary data (from DLHE, may be IR?)

- accommodation costs

- financial information, such as fees

- students' union information

- Course Data Jisc Programme where 63 institutions reviewed their processes

- The growing importance of course information

- Sharing and managing your course data effectively using XCRI-CAP

- Project Posters and Videos

- Findings from programme so far *Dr Gill Ferrell* Download presentation (PDF) / Notes (Word)

73% of U.S. companies now use social media for marketing (though the figure varies widely based on size of company) **Social Media and Digital Marketing Research and Statistics of 2011**

Your brand has 10,000 Twitter followers and 2,000 fans on Facebook. Does that mean your social media marketing efforts are paying off? Maybe not. As the old adage goes, it's quality, not quantity, that counts.

1% of a site's audience "influencers" generates 20% of all its traffic through sharing of the brand's content or site links with others.

The challenge in crafting a successful marketing program that activates influencers is two-fold;

1) use the right data and traffic analysis tools to find out who your most influential followers are

2) connect with these people in an authentic, "non-salesy" way, and truly build a relationship with them

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1. What am I going to do owns student recruitment in your organisation?

2. Who owns student admissions in your organisation?

3. What strategies are owned by or impact these departments?

4. What governance mechanisms control these departments and their activities?

5. What digital technologies does your organisation use?

6. What issues/opportunities do these technologies present?

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1. As a result of this meeting I plan to...

      talk to ....

      find out ....

      reorganise ....