

## Performance Gap Analysis

**Client:** [REDACTED]

**Background Information:** [REDACTED]

[REDACTED] established a graduate certificate program in [REDACTED] in 2007, opening up to general admission in 2010. The certificate program is 12 credits including two core courses, a required research methods course, and one elective. Since 2010, 203 students have been admitted to the program and 116 have completed the program and graduated and 11 students are on-track to graduate at the end of this semester.

During the calendar year of 2019, there is projected to be a sharp decrease in the number of students admitted to the program. Between the years 2010 and 2019, a median of 21 students were admitted to the program. In 2019, there have been 6 students admitted to the program (3 in spring semester and 3 rolled forward for the fall semester). [REDACTED] projected to fall well short of the median admission of 21.

**Methods:** The performance metrics include number of applicants successfully recruited into the program, which is measured by the number of admitted applicants to the program, a metric collected each semester.

**Problem Statement:** Enrollment for the Graduate Certificate [REDACTED] has shown a recent decline, resulting in less revenue.

**Current State:** 3 students were admitted in January 2019 (spring semester). Fall admission numbers currently stand at 3. The current calendar year total of students admitted is 6.

**Future State:** Calendar year student admissions will reach a minimum of 21 students.

**Delta:** 15 students admitted into the graduate certificate program.

## Root Cause Analysis

**Problem Statement:** Enrollment in the Graduate Certificate [REDACTED] has shown a recent decline, resulting in less revenue.

**Methods:** Information for this analysis was conducted using interviews with current team members. Internal enrollment tracking sheets and marketing documents were also examined for the purposes of this analysis.

### **Root Causes:**

#### *Physical Resources:*

- Staff are straddled across multiple projects and have inadequate time to dedicate to recruitment activities.
- There is limited access to conferences and other in-person marketing/recruitment opportunities.
- There is no program budget. No budget for recruitment activities has ever been set.
- Lead of certificate program works remotely and is unable to attend in-person recruitment events [REDACTED].
- There is a lack of mentorship for program staff.
- Staff turnover has been high in the last year.

#### *Structure/Process:*

- There has been a gap in leadership of the Education and Training team for the past 9 months.
- There is no established strategic vision for the program.
- There are no established strategic marketing or recruitment goals for the program.
- The program design has been evolving/changing, undergoing several large curricula changes under former leadership.

#### *Information:*

- There is inconsistent data collection on recruitment efforts.
- There is a lack of clear and established individual recruitment performance goals.
- It is unclear to staff how many students are required to maintain the current course offerings. Courses cannot run if minimum enrollment is not met for an offering.
- Student feedback is not informing marketing efforts.

#### *Knowledge:*

- There is no understanding of how market forces and external events impact enrollment numbers.
- Staff do not know how to design, develop and deliver an effective recruitment program.

#### *Motives:*

- There are limited opportunities for advancement within the program.
- There are no bonuses or other financial incentives for staff. (Note: Financial bonuses and similar incentives are not possible within the university system.)

## Front End Analysis

### **Problem Statement:**

Enrollment in the Graduate Certificate [REDACTED] has shown a recent decline, resulting in less revenue.

### **Performance Gap Analysis:**

#### **Client:** [REDACTED]

#### **Background Information:** [REDACTED]

[REDACTED] established a graduate certificate program [REDACTED] in 2007, opening up to general admission in 2010. The certificate program is 12 credits including two core courses, a required research methods course, and one elective. Since 2010, 203 students have been admitted to the program and 116 have completed the program and graduated and 11 students are on-track to graduate at the end of this semester.

During the calendar year of 2019, there is projected to be a sharp decrease in the number of students admitted to the program. Between the years 2010 and 2019, a median of 21 students were admitted to the program. In 2019, there have been 6 students admitted to the program (3 in spring semester and 3 rolled forward for the fall semester). [REDACTED] projected to fall well short of the median admission of 21.

**Methods:** The performance metrics include number of applicants successfully recruited into the program, which is measured by the number of admitted applicants to the program, a metric collected each semester.

**Problem Statement:** Enrollment for the Graduate Certificate [REDACTED] has shown a recent decline, resulting in less revenue.

**Current State:** 3 students were admitted in January 2019 (spring semester). Fall admission numbers currently stand at 3. The current calendar year total of students admitted is 6.

**Future State:** Calendar year student admissions will reach a minimum of 21 students.

**Delta:** 15 students admitted into the graduate certificate program.

### **Root Cause Analysis:**

**Methods:** Information for this analysis was conducted using interviews with current team members. Internal enrollment tracking sheets and marketing documents were also examined for the purposes of this analysis.

#### **Root Causes:**

##### *Physical Resources:*

- Staff are straddled across multiple projects and have inadequate time to dedicate to recruitment activities.
- There is limited access to conferences and other in-person marketing/recruitment opportunities.

- There is no program budget. No budget for recruitment activities has ever been set.
- Lead of certificate program works remotely and is unable to attend in-person recruitment events in the DMV.
- There is a lack of mentorship for program staff.
- Staff turnover has been high in the last year.

*Structure/Process:*

- There has been a gap in dedicated leadership of the Education and Training team for the past 9 months.
- There is no established strategic vision for the program.
- There are no established strategic marketing or recruitment goals for the program.
- The program design has been evolving/changing, undergoing several large curricula changes under former leadership.

*Information:*

- There is inconsistent data collection on recruitment efforts.
- There is a lack of clear and established individual recruitment performance goals.
- It is unclear to staff how many students are required to maintain the current course offerings. Courses cannot run if minimum enrollment is not met for an offering.
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- Staff do not know how to design, develop and deliver an effective recruitment program.

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- There are limited opportunities for advancement within the program.
- There are no bonuses or other financial incentives for staff. (Note: Financial bonuses and similar incentives are not possible within the university system.)

**Findings and Recommendations:**

<b>Finding</b>	<b>Recommendation</b>
Staff do not have adequate time to dedicate to recruitment activities.	Hire additional staff to engage in recruitment activities.
There is limited access to conferences and other in-person marketing/recruitment opportunities.	Identify relevant conferences that reach the program's target audience, and establish an attendance plan.
There is no program budget.	Work with business staff to create a budget that accurately outlines projected expenses for the program (including dedicated resources focused on recruitment efforts).
Lead of program is unable to attend in-person recruitment events in the [REDACTED]	Utilize existing staff that are located in the [REDACTED] to attend in-person recruitment events, in lieu of program lead.

There is a lack of mentorship for program staff.	Establish a positive working relationship between new team leadership (Graduate Director) and existing team, to include mentorship opportunities.
Staff turnover has been high over the last year.	Cross-train staff to fulfill multiple roles/duties, reducing brain-drain.
There has been a gap in dedicated leadership of the Education and Training team for the past 9 months.	Initiate work with newly hired Graduate Director (expected start date April 1, 2019) to establish new leadership goals for the program.
There is no established strategic vision for the program.	Conduct a team exercise, including new leadership, to create a 3-year strategic plan for program.
There are no established strategic marketing or recruitment goals for the program.	Incorporate specific goals and objectives related to program recruitment into 3-year strategic plan.
The program design has been evolving/changing.	Hold focus groups and conduct key informant interviews to assess if current program structure meets the professional development needs of potential students.
There is inconsistent data collection on recruitment efforts.	Establish standard operating procedures on collecting data regarding all recruitment efforts.
There is a lack of clear and established individual recruitment performance goals.	Link activities and related metrics identified in 3-year strategic plan to specific staff member roles. Incorporate progress towards these metrics into annual individual performance reviews.
It is unclear how many students are required to maintain current course offerings.	Work with business staff to determine minimum enrollment requirements needed in order to maintain current operations. Consult Graduate program policies regarding program admission requirements.
Student feedback is not informing marketing efforts.	Systematically assess course evaluations in order to establish program satisfaction. Target marketing efforts to program strengths.
There is no understanding of how market forces and external events impact enrollment numbers.	Hire a marketing consultant to research and train staff on relevant market forces, external events, and potential impact on recruitment.
Staff do not know how to design, develop and deliver an effective recruitment program.	Design training module on best practices of designing, developing, and delivering effective recruitment programs.
There are limited opportunities for staff career advancement within the program.	Explore opportunities for current staff to work with other teams, outside of Education and Training, in order to best utilize and grow their newly acquired skill-

	set (allowing them to build resume and hone professional skills)
There are no bonuses or financial incentives for staff.	Create and electronic reward/badge system to encourage staff to recruit applicants. Establish non-traditional ways of expressing gratitude/team appreciation for efforts.

## Training Needs Analysis

### Introduction:

The purpose of this training needs assessment is to gather additional information which may prove useful in the design and development of a possible training solution to address one or more performance gaps that have contributed to the recent decline in enrollment in the Graduate Certificate [REDACTED]. In its current state, 3 students were admitted in January 2019 (spring semester) with fall admissions standing at 3 for a total of 6 students to be admitted in the current calendar year. The goal is to reach a minimum of 21 students, requiring an additional 15 students to be admitted to the graduate certificate program by the end of 2019.

During the Root Cause Analysis, it was determined that one possible cause of the performance gap is related to the fact many staff do not know how to design, develop or deliver effective recruitment programs. The proposed training solution recommended during the Front End Analysis includes the design of a training module on best practices for designing, developing, and delivering effective recruitment programs.

### Analysis Plan/Research Agenda:

<b>Inputs</b>	<b>Source</b>	<b>Purpose Statements</b>	<b>Methods</b>
<b>Industry Standards for Recruitment</b>	Research papers; journal articles; industry articles	Determine if there are industry standards. What works well? What steps should be followed?	Literature Review (general research on recruitment)
<b>Recruitment Best Practices</b>	[REDACTED] Staff Members	Determine best practices for recruitment. What is effective recruitment? What are best practices for recruitment efforts? What are pitfalls/challenges for recruitment in higher education?	Key Informant Interview
<b>Recruitment Skills Needs</b>	Education Team	Assess staff understanding of skills and needs. How is recruitment currently handled? What skills are lacking for designing developing and delivering a recruitment effort?	Survey

<p><b>2010-2019 Recruitment Data</b></p>	<p>Internal Recruitment Data</p>	<p>Assess how recruitment has previously been handled and if/how it should be adjusted. What are recruitment trends for the program? How has recruitment been done previously?</p>	<p>SWOT Analysis</p>
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*Instruments*

- Literature Review Tool - [Conducting the Literature Review.docx](#)
- Key Informant Interview Tool - [Key Informant Interview Tool.docx](#)
- Survey Tool - [https://umdsurvey.umd.edu/jfe/form/SV\\_e9fM99zdrRu95H](https://umdsurvey.umd.edu/jfe/form/SV_e9fM99zdrRu95H)
- SWOT Analysis Tool - [SWOT Tool Outline.docx](#)

**Data Collection Summary:**

*Literature Review*

During the research phase of the literature review, over 25 different articles were analyzed based upon the initial search terms (as designated in the research instruments). After closer review, nine of these articles were deemed relevant to the purpose of the training needs analysis. Five of these nine articles were from the higher education recruitment industry, and the other four articles were peer reviewed or from dedicated research organizations.

The most prominent practice recommended by literature is the utilization of an organization’s website. Out of the nine articles analyzed, six explicitly stated that the organization/school should take advantage of prime real estate on their website to advertise the program. Some articles also went on to state what should be included on the website, and additional marketing language. Two of these six articles highlighted the importance of a “call to action”, such as a button that directly links to an online application.

Best practices that were mentioned in multiple articles also included search engine optimization, data analytics, and utilizing customer relation management (CRM) software to track communication. Four of nine articles mentioned the necessity of a strategic marketing or recruitment plan.

With regard to communication, three of nine articles indicated the importance of minimizing delays in responding to student inquiries, one stating specifically that responses should be immediate and delays should last no longer than 24 hours.<sup>1</sup>

Two factors which contrasted with each other were the use of social media versus in-person or face-to-face recruitment. Three articles stressed the importance of marketing over the most popular social media platforms (such as Facebook, Instagram, Twitter). Another three articles suggested that in-person conversations through program alumni, current students, or staff are

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<sup>1</sup> Cason, J. & Artilles, A. (2017). Best practices for successful graduate student recruitment. Arizona State University Graduate College. Retrieved from: <https://graduate.asu.edu/sites/default/files/gradrecruitmentbestpractices-feb2017.pdf>

effective means of recruitment. It was also stated that campus recruiters are less effective than potential colleagues.<sup>2</sup>

Surprisingly, only one article linked the design of the program to recruitment. This, however, may have been the result of how the search criterion were defined.

Other ineffective methods of recruitment stated amongst the literature included radio ads, applicant referrals, online college fairs, and outdoor advertising. Delays in reviewing applications was also designated as ineffective, as recruiters can take the opportunity to review partially completed applications and reach out to strong candidates to express interest and encourage the completion of the final application.<sup>3</sup>

The full literature review, including list of resources can be viewed via the following file: [Literature Review.docx](#)

### *Key Informant Interview*

In order to explore best practices for recruitment from the industry expert point of view, two key informant interviews were conducted between March 27<sup>th</sup> and April 5<sup>th</sup>. The two participants selected as key informants have extensive professional experience in marketing and communications specifically in higher education and for educational programs. Based on interviews several key best practices were identified which may help inform content development for the proposed training including the following:

- Set goals: It is critical to understand the goals of recruitment efforts including what type of student needs to be recruited and for what purpose. It is necessary to know how many students must be admitted in order to maintain and sustain current course offerings and administrative personnel. Further, while it may be tempting focus on the volume of students recruited, that may not be the best approach either. Rather, the quality of those recruits may be more important to retention and successful program completion.
- Understand the audience: In order to develop successful messaging, it is necessary to identify what motivates potential students to enroll and complete the program. What are the tangible benefits that can help persuade or compel interested parties to take the next step toward enrollment?
- Understand the market and higher education landscape: Do appropriate market research to understand program demand, competitors, price points, delivery methods, etc.
- Develop a strategic recruitment plan: Establish when and where the recruitment efforts should take place and what strategies should be used to reach each plan objective (i.e. social media messaging, in-person contacts, email announcements, etc.) Ensure that each task is assigned to staff who are properly trained to execute that task.
- Obtain organizational buy-in: Effective recruitment takes expertise, personnel, and financial resources. Without proper buy-in from the organization, recruitment efforts will not reach optimal success. Recruitment and marketing require a long-term commitment for sustained activities.
- Evaluate recruitment strategies: In order not to deplete resources by focusing on strategies that are not effective, incorporate evaluation methods into strategies as they

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<sup>2</sup> Rynes, S. (1990). Applicant attraction strategies: An organizational perspective. *Academy of Management Review*, 15(2), 286-310. Retrieved from: <https://doi.org/10.5465/amr.1990.4308158>

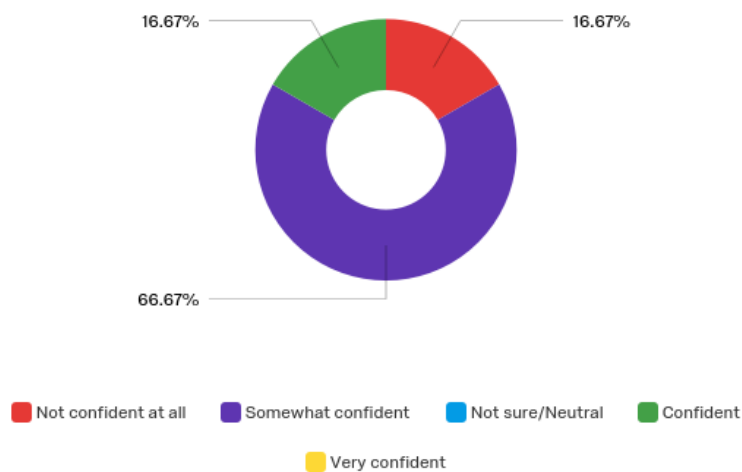
<sup>3</sup> Cason, J. & Artiles, A. (2017). Best practices for successful graduate student recruitment. Arizona State University Graduate College. Retrieved from: <https://graduate.asu.edu/sites/default/files/gradrecruitmentbestpractices-feb2017.pdf>

are deployed. Collect data consistently to help determine the success of ongoing recruitment efforts.

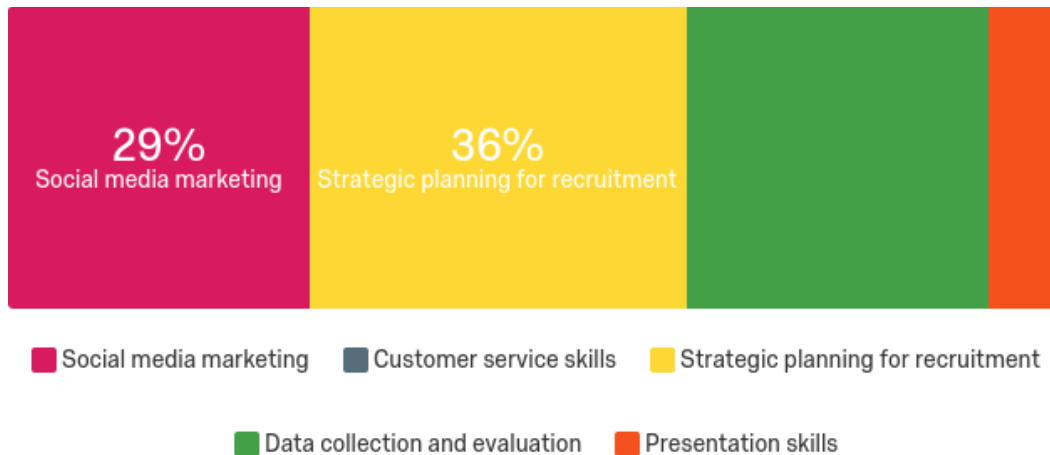
### Survey

An online survey was administered to [REDACTED] personnel with recruitment responsibilities for educational or training programs. A total of 6 staff members responded to the survey. Respondents were asked to indicate the percentage of time focused on recruitment efforts, current recruitment strategies used, perceived effectiveness of recruitment strategies, desired skills for development, challenges faced, and training topic preferences. Per survey results:

- 50% of respondents spent 10% or less on recruitment efforts while 50% spent between 26-50% on recruitment efforts.
- Four respondents reported using in-person recruitment fairs or expos, 3 respondents reporting using social media messaging, and 2 respondents reporting using online information session or in-person information sessions. Other strategies used included accessing email listservs, classroom visits, presentations at conferences, and email campaigns.
- Most respondents (4 out of 6) felt somewhat confident that their recruitment efforts are effective while one respondent did not feel confident at all and one respondent felt confident in the effectiveness of the strategies used.



- At least four respondents noted that lack of time, lack of resources, lack of reliable data and lack of audience understanding were recruitment challenges.
- The top three skills selected for future development were: 1) strategic planning for recruitment (5), social media marketing (4), and data collection and evaluation (4).



- Respondents indicated that they would like to learn about identifying and targeting best audiences (2), developing cohesive narratives and market plans, and specific steps to execute recruitment activities.

### SWOT Analysis

████████ Graduate Certificate ██████████ has been in place in 2007. Given recent structural changes to the program, the exploration of a ██████████ Ph.D. program, considerations regarding a potential Master's program and declining recruitment it has become necessary to review the program and its history. This includes program changes, recruitment and completion rates, as well as external factors that could be affecting the program and its ability to attract and retain students. The following points were identified in the SWOT analysis:

- Internal Strengths include: 1) ██████████ reputation, 2) ██████████ reputation, 3) program longevity and established processes and procedures, 4) Access to research and researchers in the field of study providing stable supply of instructors, 5) organizational commitment to see the program grown and survive, 6) the online synchronous format provides conveniences for students who are geographically dispersed.
- Internal Weaknesses include: 1) ██████████ not a traditional academic department, 2) synchronous online only format may limit opportunities, 3) no pathway to Master's degree, 4) staff turnover, 5) course cancellations due to low enrollment, 6) strategic vision lacking, 7) potential deficits in student experience (connection to cohort, lack of practitioner voice among staff, etc.)
- External Strengths include: 1) untapped market, 2) new organizational partnerships present opportunities for recruitment, 3) growing acceptance of graduate certificates by employers, 4) awareness among federal agencies of ██████████ work
- External Threats include: 1) uncertainty with federal budgets, 2) large number of competitors, 3) limited applicant pool, 4) other programs better designed to attract and/or serve working professionals, 5) less expensive competitors, 6) ROI for obtaining a graduate certificate, 7) other programs with great choice In coursework

### Findings:

A few key themes emerged across the data collection methods including the following:

- Developing a strategic recruitment plan is a skill that staff are seeking and is indicated as lacking within the organization. Developing a strategic recruitment/marketing plan is a best practice that was identified by both the key informant interviews and literature review.

- The ability to collect and work from reliable data were identified in the survey and key informant interview as necessary skills for recruitment. There is a need within the organization for skill improvement with regard to data collection. As identified in the literature review, the use of CRM software is a tool that could supplement recruitment data collection.
- Proper messaging was a best practice that appears in the key informant interviews and literature review. Messaging for websites, social media, and in-person recruitment events were each identified. Specifically, narratives and messages that are appropriate to the recruitment audience should be developed. The literature review noted that identifying a program specific persona and developing a key message that fits that persona is an important practice for promoting a program. The key informant interview supported this idea, indicating that the audience must be understood in order to develop successful messaging.
- Related to proper messaging, the survey indicated that staff are interested in developing cohesive narratives and social media marketing. The use of online advertising and social media for effective recruitment were also identified in the literature review, key informant interviews, and survey. Best practices for advertising on an organization's website and the importance of prioritizing online branding were emphasized in the literature review. Additionally, the most effective social media platforms were identified in the literature review, and the survey indicated that staff are interested in improving their skills with regard to social media messaging for recruitment.

**Recommendations:**

The findings lend themselves to developing a multi-day in-person training for staff. It is recommended that the first part of the training be at an awareness level and discuss best practices, with the second part of the training focusing on practical application of the best practices identified in part one. The practical application is recommended to require the attendees of the training to create a strategic plan for recruitment. An outline of the proposed training is as follows:

Part 1) Best Practices for Developing a Comprehensive Recruitment Strategy

- Understanding the Problem
- Developing a Strategic Marketing and Recruitment Plan
  - Identifying the Program Persona
  - Program Goals
- Effective Communication Strategies
  - Best Practices for Communicating with Recruits
  - Developing a Narrative for Program Persona
  - Determining the Best Recruitment Mediums
    - Best Practices for Website Advertising
    - Best Practices for Social Media Marketing
- Data Collection and Evaluation of Strategic Marketing and Recruitment
  - Tools for Data Collection (including CRM)

Part 2) Practical Application: Developing a Strategic Marketing Plan

- Identify Program Persona
- Determine Program Goals
  - Develop a Narrative/Key Message
- Recruitment Messaging
- Evaluation Strategy
  - Select Mediums, Set Goals, and Communication Plan

## Learning Event Design Plan

### Course Rationale:

██████████ established a graduate certificate program ██████████ in 2007, opening up to general admission in 2010. The certificate program is 12 credits including two core courses, a required research methods course, and one elective. Since 2010, 203 students have been admitted to the program and 116 have completed the program and graduated and 11 students are on-track to graduate at the end of this semester.

During the calendar year of 2019, there is projected to be a sharp decrease in the number of students admitted to the program. Between the years 2010 and 2019, a median of 21 students were admitted to the program. In 2019, there have been 6 students admitted to the program (3 in spring 2019 semester and 3 rolled forward for the fall 2019 semester). ██████████ projected to fall well short of the median admission of 21 students. This decline in students ultimately results in less revenue for the organization.

It was determined that one potential cause of this decline in students is due to a lack of knowledge and skills amongst staff. Specifically, staff do not know how to design, develop, or deliver an effective recruitment program. In order to remediate this problem, a training on best practices for designing, developing, and delivering effective recruitment programs was recommended.

A wealth of information and recommendations on recruitment for education programs exists, however there is no comprehensive training on recruitment for higher education, particularly graduate certificate programs. ██████████ *How to Design, Develop, and Deliver Effective Recruitment Programs* offers a unique opportunity to examine best practices for developing an effective recruitment strategy, drawing on research and expertise from the field of recruitment in higher education.

To ensure mastery of the content, participants will be actively engaged in developing their own strategic recruitment plan. Mastery of the course objectives will be accomplished by the evaluation of the recruitment plan and post-test by facilitation staff. Should a participant fail to reach mastery, facilitators will be available to create a remediation plan. Attendees will be provided with a certificate of completion after successful completion of the Level 2 evaluation.

The in-person training will be implemented over the course of one day. There are two modules in this training including, “Best Practices for Developing a Comprehensive Recruitment Strategy” and “Practical Application: Developing a Strategic Marketing Plan.” The first module will be approximately three hours long, and the second module will be three hours long. An additional two hours will be built in for housekeeping, breaks, and lunch. To allow participant interaction and discussion, the anticipated class size is 20 or fewer staff members.

The training will be conducted in a room that has Wi-Fi internet access, a computer, and a projector setup to display training materials and visual aids. A PowerPoint slide presentation, individual activities, and group discussion will be used to facilitate the training. PowerPoint presentations will be provided to participants prior to the training, and participants will be encouraged to bring their ██████████ laptops or printouts of the presentation to take notes during the training. The facilitator will provide handouts to the participants for individual activities

and the final evaluations. A train-the-trainer session will be required for all facilitators before they will be approved to implement the course.

### **Target Population:**

The population for this course includes current employees [REDACTED]. Specifically, staff of the education, training, and communications team would benefit most from this training. Those directly involved with recruiting students for educational programs will be required to attend this training.

Participants will have a minimum of a Bachelor's degree, as all full-time employees at [REDACTED] hold at least that level of education. [REDACTED] approximately 25% of full-time employees hold a PhD, and 75% hold at least one Master's degree. The majority of employees speak English as their first language, and as such are expected to have at least high-school level reading and writing skills in English, though likely higher due to their work in academia. At least high-school level reading and writing skills are required to complete the assignments within the course.

This group will be self-motivated to attend the training and have an interest in increasing student engagement with the organization. The majority of participants that will come to this training will have experience working with students. However, it is only expected that those on the education, training, and communications team will have experience with recruitment. The range of experience will make it important for facilitators to provide thoughtful and thorough explanations to participants. It is expected that this training will provide staff with the knowledge and skills that they will need to improve recruitment efforts within the educational and training programs at the organization.

### **Course Description:**

The *How to Design, Develop, and Deliver Effective Recruitment Programs* training is designed to provide an overview of best practices for building an effective recruitment strategy, as well as allow learners the opportunity to apply best practices in order to develop their own recruitment plan. After completion of the course, participants will be able to produce and apply their own strategic marketing plan to recruit students for education and training programs [REDACTED].

The training will consist of 5 hours and 30 minutes of instructional seat time and include the following modules:

- Module 1: Best Practices for developing a Comprehensive Recruitment Strategy (2.75 hours)
- Module 2: Practical Application: Developing a Strategic Marketing Plan (2.75 hours)

The training will also include an additional 15 minutes for housekeeping at the beginning and end of the training (30 minutes in total), 15 minutes of breaks during each module (30 minutes in total), and a one hour lunch.

Instructional methods will include in-class instruction, PowerPoint slide presentation, class discussions and individual activities. For the training there will be one lead facilitator. The facilitator will be provided with a facilitators guide, PowerPoint slide presentation, pre- and post-tests, activity handouts, evaluations and reaction surveys. PowerPoint presentations will be provided to participants prior to the training, and participants will be encouraged to bring their [REDACTED] laptops or printouts of the presentation to take notes during the training.

Class size will be limited to 20 or fewer students in the initial offering. Additional offerings may be provided dependent on demand. The training room must accommodate 20 personal

computer set-ups, with power and Wi-Fi Internet access, as well as accommodate computer projection. When possible, it is recommended that each student also have additional desk/table space. Participant tables/desks should be arranged to face the projector screen.

### **Objectives:**

#### Module 1: Best Practices for Developing a Comprehensive Recruitment Strategy

*Terminal Objective: Given a in-class lecture, PowerPoint slides, handouts and classroom discussion, the How to Design, Develop, and Delivery Effective Recruitment Program participant will be able to identify the four best practices (understanding the problem, developing a strategic marketing and recruitment plan, effective communication strategies, and data collection/evaluation of strategic marketing and recruitment) of developing a comprehensive recruitment strategy without error.*

#### *Enabling Learning Objectives:*

- Lesson 1: Understanding the Problem
  - Given in-class lecture, PowerPoint slides, handouts and classroom discussion, training participants will be able to recall each step of a three-step process for defining the problem with 100% accuracy.
- Lesson 2: Developing a Strategic Marketing and Recruitment Plan
  - Given in-class lecture, PowerPoint slides, handouts and classroom discussion, training participants will be able to define the terms program persona and program goal with 100% accuracy.
- Lesson 3: Effective Communication Strategies
  - Given in-class lecture, PowerPoint slides, handouts and classroom discussion, training participants will be able to list the three components of effective communication strategy (communicating with recruits, program persona narrative, and proper selection of mediums) with 100% accuracy.
- Lesson 4: Data Collection and Evaluation of Strategic Marketing and Recruitment
  - Given in-class lecture, PowerPoint slides, handouts and classroom discussion, training participants will be able to list at least three data collection tools with 100% accuracy.

#### Module 2- Practical Application: Developing a Strategic Marketing Plan

*Terminal Objective- Given in-class lecture, PowerPoint slides, a handout, class discussion, and small group activities the How to Design, Develop, and Deliver Effective Recruitment Programs participant should be able to create a strategic marketing plan complete with program persona, at least one program goal, two recruitment mediums for message distribution and at least one evaluation strategy per distribution medium and receive a passing score of 70%.*

#### *Enabling Learning Objectives:*

- Lesson 1: Identify Program Persona
  - Given in-class lecture, practical exercise instructions handout, and a strategic marketing plan template, small groups of training participants will be able to craft a program persona within 20 minutes.
- Lesson 2: Determine Program Goals
  - Given in-class lecture, practical exercise instructions handout, and a strategic marketing plan template, small groups of training participants will be able to craft at least one program goal within 10 minutes.

- Given in-class lecture, practical exercise instructions handout, and a strategic marketing plan template, small groups of training participants will be able to craft a key recruiting message of no more than 50 words within 20 minutes.
- Lesson 3: Recruitment Messaging
  - Given in-class lecture, practical exercise instructions handout, and a strategic marketing plan template, small groups of training participants will be able to select at least two recruitment mediums in which to disseminate their key recruitment message within 15 minutes.
- Lesson 4: Evaluation Strategy
  - Given in-class lecture, practical exercise instructions handout, and a strategic marketing plan template, small groups of training participants will be able to select at least one evaluation strategy per key recruitment message dissemination medium within 15 minutes.
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### **Evaluation Strategy:**

During the implementation phase of the course, facilitators will evaluate training effectiveness on all four levels of Kirkpatrick's Levels of Evaluation as follows:

- Level 1 - At the conclusion of the full course, a reaction survey will be administered prior to the participants exiting the training facility. The reaction survey will measure the participants overall satisfaction with the course content and the instructors and will solicit feedback on the perceived effectiveness of the training, the strengths of the training course, and the weaknesses/areas of improvement for the training course. The survey results will be consolidated and reviewed by course developers and facilitators.
- Level 2 - Each participant will participate in a pre-test to be administered at the beginning of the training course in order to establish baseline knowledge. At the conclusion of the course and prior to the participants exiting the facility, a post-test will be administered. The post-test will be compared to the pre-test to measure knowledge gained as a result of attending the training. In addition, the participants will be assessed on the practical exercise by turning in their strategic marketing plan. The course facilitator will grade each strategic marketing plan using a grading rubric and provide written feedback and score via email to training participants within five business days of course completion.
- Level 3 - Course developers will conduct a 90-day post-training online survey with all participants who attended the training course in order to determine if the training content affected workplace behavior. The survey will assess if participants used the strategic plan and, if so, to what extent. If not, the survey will explore barriers to implementation.
- Level 4 - Course developers will collect baseline data on the number of learners who participate in [REDACTED] training, how many undergraduate students participate in study abroad courses, how many students apply for the minor program, and how many students apply to (and are accepted) to the graduate certificate program before the implementation of the training course. Course developers will collect follow up data at three, six and nine months to determine if the training course had the intended impact.

### **Prerequisites:**

Facilitator:

- At a minimum, eligible course facilitators must have at least a Master's degree in marketing, communications or a related field.
- Eligible course facilitators must have at least five years of experience designing and implementing strategic communication plans. Preference will be given to facilitators who have specific expertise in designing and implementing strategic communication plans in higher education settings.

- Eligible facilitators should have a minimum of two years of experience providing training courses to professional audiences and must demonstrate positive evaluation results from these training course deliveries. Specifically, facilitators should be familiar with the Principles of Adult Learning and be able to manage time effectively while maintaining an engaging classroom environment.
- Facilitators must agree to setting aside appropriate preparation time in order to become comfortable with the facilitator guide (estimated two business days minimum) and must be willing to adhere to the instructions provided in the facilitator guide (to ensure training fidelity).
- Facilitators must agree to participate in the strategic marketing plan assessment process using the established rubric and must agree to providing written feedback to all training participants via email within five business days of training completion.
- Facilitators must be proficient in English.

**Participants:**

- Participants will be current employees [REDACTED]. Specifically, staff of the education, training, and communications team would benefit most from this training.
- Participants will have a minimum of a Bachelor's degree.
- Participants are expected to have at least high-school level reading and writing skills in English.
- Participants will have at least high-school level reading and writing skills as these are required to complete the assignments within the course.

**Deliverables:**

The following will be required deliverables:

- Facilitators guide
- Design plan
- PowerPoint Slides
- Practical exercise instruction handouts
- Strategic marketing plan template
- Training agenda
- Sign-in sheet
- Pre-test
- Post-test
- Reaction survey
- 90-day participant survey
- Impact data collection tool.

## Evaluation Strategy:

During the implementation phase of the course, facilitators will evaluate training effectiveness on all four levels of Kirkpatrick's Levels of Evaluation as follows:

- Level 1 - At the conclusion of the full course, a reaction survey will be administered prior to the participants exiting the training facility. The reaction survey will measure the participants overall satisfaction with the course content and the instructors and will solicit feedback on the perceived effectiveness of the training, the strengths of the training course, and the weaknesses/areas of improvement for the training course. The survey results will be consolidated and reviewed by course developers and facilitators.
  - **Evaluation Instrument- Reaction Survey:** [Evaluation Level I.pdf](#)
    - As this evaluation will be provided by hard copy, in-person, all results will be manually compiled and consolidated in an excel workbook following the training.
- Level 2 - Each participant will participate in a pre-test to be administered at the beginning of the training course in order to establish baseline knowledge. At the conclusion of the course and prior to the participants exiting the facility, a post-test will be administered. The post-test will be compared to the pre-test to measure knowledge gained as a result of attending the training. In addition, the participants will be assessed on the practical exercise by turning in their strategic marketing plan. The course facilitator will grade each strategic marketing plan using a grading rubric and provide written feedback and score via email to training participants within five business days of course completion.
  - **Evaluation Instruments- Pre-post test:** [Evaluation Level II pre post answer key.docx](#); **Rubric:** [Evaluation Level II rubric updated.docx](#)
    - All level II evaluations will be compiled into an excel workbook.
      - Worksheet 1: Pre-test vs. post-test scores will be compiled and consolidated following the training.
      - Worksheet 2: Final rubric scores will be compiled and consolidated
      - Worksheet 3: Final grades will be calculated in the final worksheet. Post-test and Rubric will be weighted equally (50/50) to calculate final course grade.
- Level 3 - Course developers will conduct a 90-day post-training online survey with all participants who attended the training course in order to determine if the training content affected workplace behavior. The survey will assess if participants used the strategic plan and, if so, to what extent. If not, the survey will explore barriers to implementation.
  - **Evaluation Instrument- 90-day post-training follow up survey:** [Level 3 Evaluation.docx](#)
    - Online survey will be transferred to Qualtrics and results will be automatically compiled via the Qualtrics platform.
- Level 4 - Course developers will gather baseline data on the number of learners who participate [REDACTED], how many undergraduate students participate in study abroad courses, how many students apply for the minor program, and how many students apply to (and are accepted) to the graduate certificate program before the implementation of the training course. Course developers will collect follow up data in quarterly intervals for two fiscal years to determine if the training course had the intended impact.
  - **Evaluation Instrument- Impact Evaluation Tool:** [Level 4 Impact Evaluation.xlsx](#)