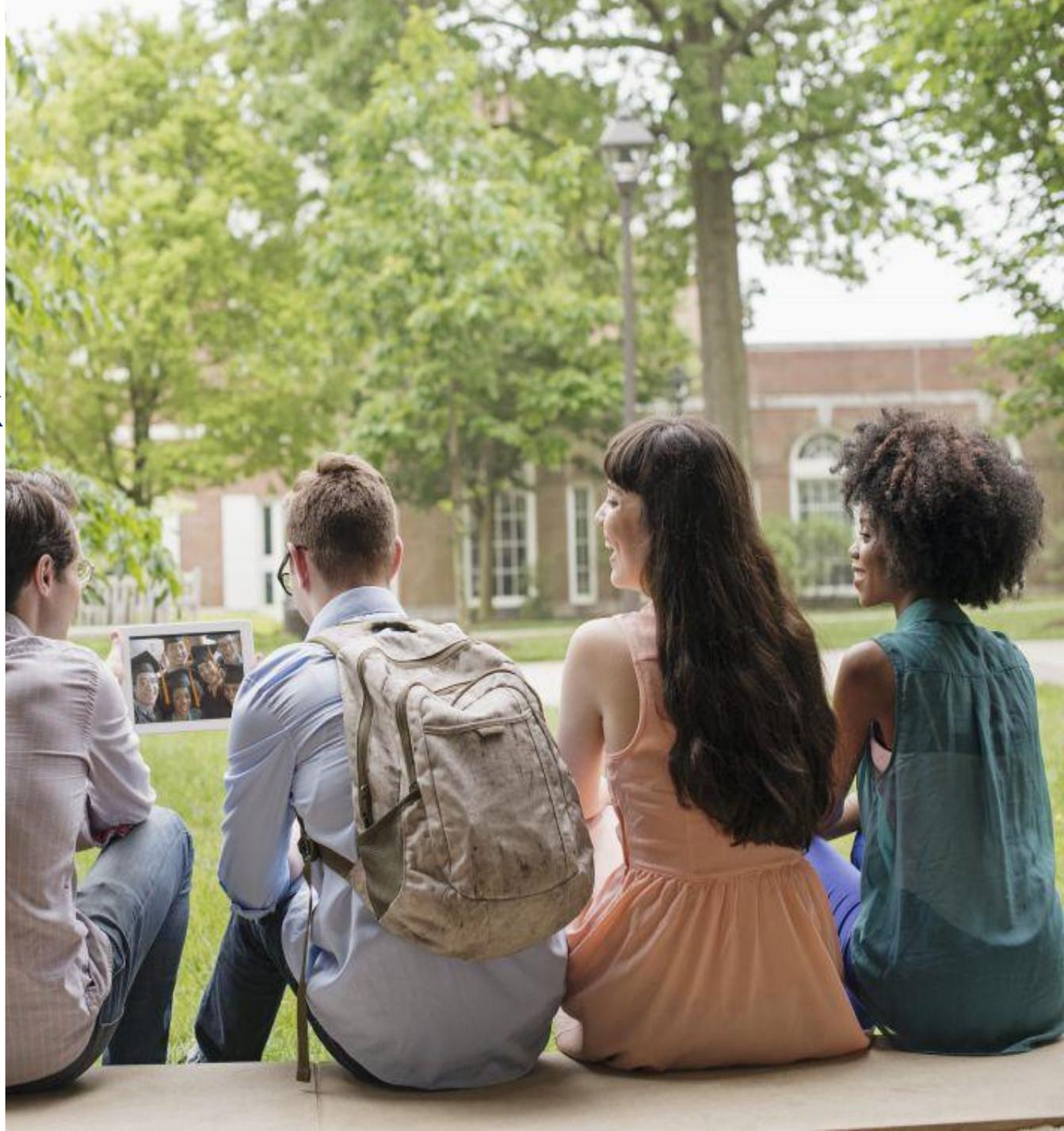


**Deloitte.**

University of  
New Brunswick  
Recruitment  
Organizational  
Review



September 2014



*“The context in which we write this plan is important: our fiscal situation is difficult, mirroring that of the province, our largest financial partner. We find ourselves at a crossroads where urgent and significant action is required. As a university community, we must identify the best opportunities in which to invest our scarce resources. Difficult decisions must be made today so that we may thrive and prosper long into the future. This plan will guide our actions over the years to come, allowing us to work together towards common goals and a shared vision.”*

- University of New Brunswick Strategic Plan

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# Executive Summary

This report provides a summary of Deloitte's review of UNB's recruitment function. The objective of the review was to assess the current delivery model, including an assessment of the strategy and supporting enablers.

## Observations

### Strategy

The report examines the state of UNB's overall recruitment strategy, as well as relevant recruitment strategies employed by UNB as compared to other universities in the areas of domestic and international recruitment. The following are key observations:

- An integrated multi-year recruiting strategy for domestic and international recruitment is absent and impacting UNB's recruitment efficiency and effectiveness.
- Other universities have been more successful than UNB at diversifying their student population to hedge against declining demographics.
  - International: While both campuses actively recruit international students, the Fredericton campus has a much lower percentage of an international population than Saint John. There are also inequities between time spent in specific international markets and students that come from that country, which call into question whether resources could be reallocated to achieve better results.
  - Ontario: Currently, both Fredericton and Saint John campuses maintain their own in-market recruiters in Ontario, with limited results, compared to other Maritime universities using the same strategy.

### Key Enablers (Funding, Organization, Tools, Space)

- UNB has a high recruitment cost per new student in comparison to other institutions. In addition, UNB has a comparatively low number of students enrolled on a per recruiter basis. UNB's bi-campus recruitment structure presents challenges for effective coordination of recruitment activities, and is likely contributing to the high cost to recruit.
- The technology UNB uses to manage relationships, analyze data and inform planning and decisions is dated.
- The primary recruitment office on the Fredericton campus is not accessible to prospective students. This is in stark contrast to the "Welcome Centres" that other universities are establishing, as well as to the primary recruitment office on the Saint John campus, which is centrally located, accessible and currently under construction to increase its size and improve the layout.

## Recommendations

1. UNB should create an integrated recruitment strategy for both campuses, and address both domestic and international recruitment. The strategy should be linked to an enrolment management strategy and a marketing strategy for UNB.
2. UNB should assess the feasibility of reallocating domestic recruiting resource effort to growth markets.
3. International enrolment targets should be integrated into overall enrolment planning, and completed at the program level for each campus. Establishing and measuring performance at the program level should assist in achieving a sustainable international population in each program.
4. UNB should continue to diversify its international recruitment base and reallocate resource effort to areas where growth is most likely.
5. UNB should consolidate reporting for domestic, international and graduate recruitment into a single team led by an Executive Director for Recruitment. individual programs should be discouraged from having dedicated recruiters, with exceptions granted where there is demonstrable value in doing so. Any dedicated program recruiters should, at a minimum, have a dotted line relationship to the Executive Director for Recruitment. The combined function should report to the President's Office, at least on an interim basis. Recruitment staff should continue to be located on both campuses, at least on an interim basis. *(Note: see body of report for full description.)*
6. UNB should fund recruitment as a central service, rather than at the campus level. This should be an extension of a broader move to centralize recruitment.
7. UNB should implement performance targets for each recruiter which would be linked to the integrated recruitment strategy.
8. Consider re-locating the UNB Fredericton recruitment office to a space that is readily accessible to all prospective students and that presents the brand and image of UNB, similar to the UNB Saint John recruiting office.
9. UNB, and particularly UNB Fredericton, should expand and enhance the use of articulation agreements with NBCC / CCNB as well as other domestic and international community colleges. UNB should reallocate some recruitment effort for outreach and liaison with NBCC / CCNB.
10. UNB should invest in a university-wide CRM system to manage communication with students from prospects through graduation.
11. UNB should invest in statistical / predictive modelling and integrate it into planning and decision making.
12. UNB should maintain recent investments in website enhancement and enhance content management capabilities.

# Project Background and Objectives

## Background

- University of New Brunswick is one of Canada's leading comprehensive universities, and an institution on which the Maritime region leans heavily to generate new innovation, knowledge, and leaders across the professional, social, science, and technology sectors. While UNB punches above its weight as one of the smaller comprehensive universities in Canada, it is the largest university in New Brunswick and an anchor for many sectors in the province. With campuses in Fredericton and Saint John, UNB is an institution that is proud of its heritage, achievements, and contributions, but is squarely focused on the path forward. It has a goal to grow, and an effective and efficient recruiting function is critical to accomplish this.
- Currently, UNB has 13 domestic undergraduate recruiters. Fredericton and Saint John have 9 FTEs and 4 FTEs respectively. Additionally, there are three international recruiters located in Saint John and one graduate recruiter located in Fredericton who have responsibility to recruit for both campuses.
- UNB is seeking to assess its recruitment processes within the context of Canadian best practices in order to optimize its outcomes. UNB is particularly concerned with the relationship between their recruitment practices and their enrolment results. Since 2008, UNB's total enrolment has declined by an average of 60 students per year.
- Deloitte has partnered with the Association of American Registrar's & Admissions Officers (AACRAO Consulting) to complete this analysis for UNB.

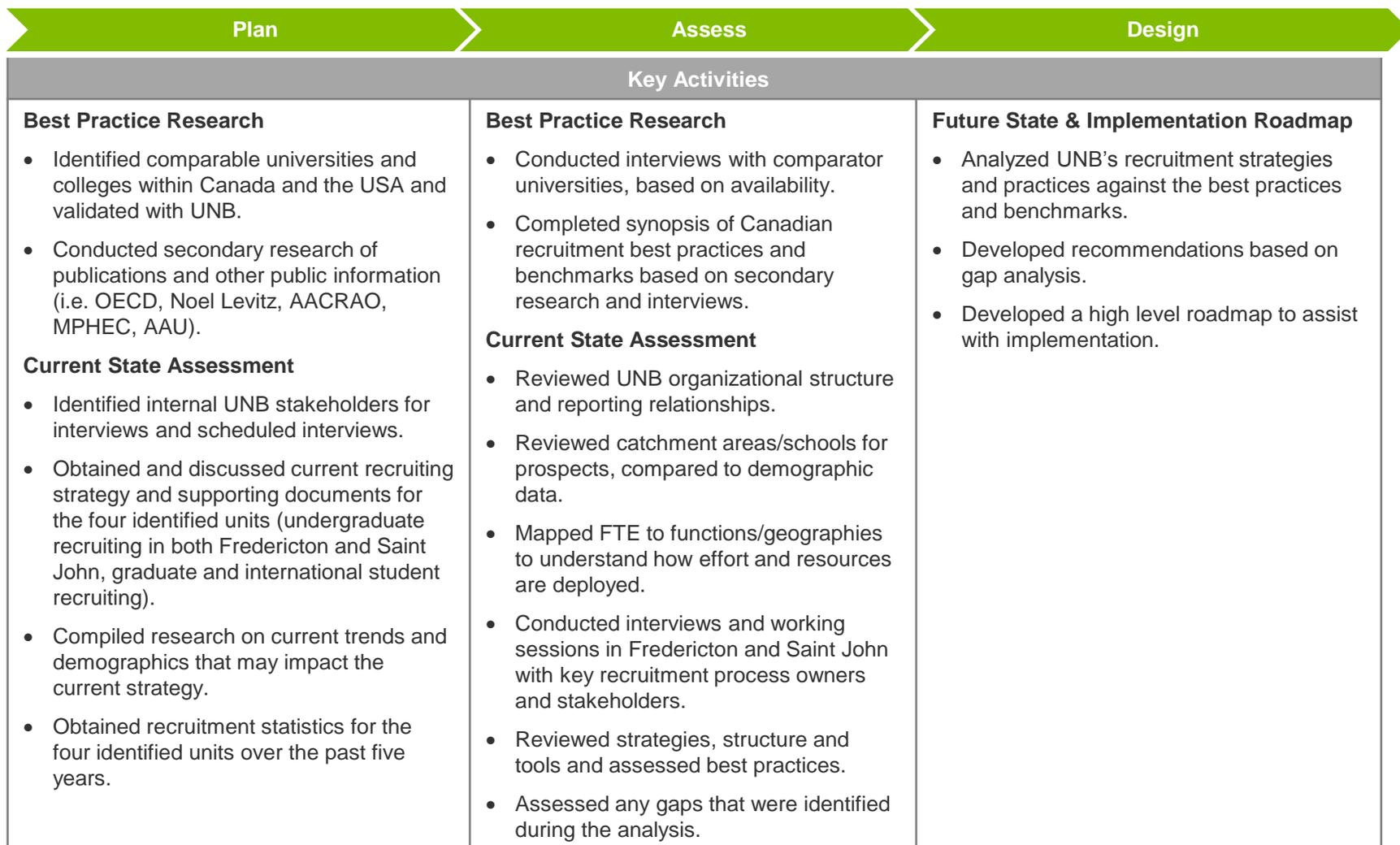
## Objective

- The objective of this project is to provide recommendations to UNB, specifically the President and Board of Governors, to close any gaps between their current recruiting function and the best practices identified through a comparative analysis of peer institutions. This includes organizational structures, strategies, staffing, budgets, tactics, measurements and outcomes.
- ***This report is not intended to be a recruiting strategy.*** Where possible, insight and recommendations will be provided to support the development of a recruiting strategy.

# Project Approach & Activities

## Approach

The review was completed over three phases, and are outlined below.



# Basis for Comparison

## External Comparators

External comparison was completed using three primary sources:

1. Publicly available data – External data such as Association of Atlantic Universities, Maritime Provinces Higher Education Commission, Statistics Canada, Noel Levitz, UNESCO, and Canadian Bureau for International Education, were sources of publically available information.
2. Knowledge of other institutions – Deloitte and AACRAO consultants have worked with dozens of Canadian and American universities and were able to draw upon experiences, contacts and practices.
3. Interviews with comparator institutions – Ten comparator universities were sought that were representative of UNB’s market / region, bi-campus structure and size / complexity:
  - **Market / Region:** A key determinant of recruiting strategy is the market and environment in which you operate. For example, comparing UNB’s recruiting strategies to institutions with large and urban campuses such as Ryerson University or Concordia, or those in areas of strong demographic growth such as BC, it was determined to have less value than comparison to Atlantic universities, which are dealing with similar demographic challenges.
  - **Multi-Campus:** Multiple campuses adds complexity to organization design. It was important to speak with other universities who have multiple campuses to understand their strategy and supporting structure to recruit for multiple campuses.
  - **Comparable size / complexity:** While smaller or larger institutions can serve as a comparison for recruiting strategy and structure, it was important for us to speak with universities of similar size / complexity as UNB to ensure solutions would scale to UNB’s size and complexity.

**Important limitation of comparators:** Given the competitive nature of recruiting, some institutions were reluctant to participate. Others did not see the value or were unable to respond within the project timelines. Institutions that did participate did so with the understanding that sensitive data, particularly financial data, may not be published. The project team has respected these restrictions but leveraged the data to inform the analysis and recommendations of this report. Selected sample benchmarks are included in Appendix A. The team has also drawn upon publically available benchmarks to supplement the analysis.

Institution	Basis for comparison	Participated in Interview	Reason for not participating
Cape Breton University	Atlantic market	No	Availability
Dalhousie University	Atlantic market, bi-campus / comparable size and complexity	Yes	-
Memorial University of Newfoundland	Atlantic market & bi-campus /comparable size and complexity	No	Availability
Mount Saint Vincent University	Atlantic market	Yes	-
St. Francis Xavier University	Atlantic market	Yes	-
Saint Mary’s University	Atlantic market / comparable size and complexity	Yes	-
Trent University	Bi-campus	Yes	-
University of Regina	Comparable size / complexity	No	Lack of interest
University of Windsor	Comparable size / profile	No	Currently reorganizing
University of Maine System	Multi-campus	No	No response

# The Recruiting Environment

## Changing context

### A few facts

- These are challenging times for many Canadian higher education institutions. Many universities and colleges are faced with stagnating or declining government funding and student demographics, increased competition, and expectations for affordability and accountability. Complicating this, key costs such as salaries and infrastructure continue to grow rapidly.
- While the demographic challenges exist across Canada, the issue is more acute outside of the larger metropolitan centres where growth in international applicants and immigrants is strongest, and the issue is most acute in Atlantic Canada.
- At UNB, which relies more on recruiting Atlantic Canadians than most Atlantic universities, and whose provincial government is operating with a considerable structural deficit, the numbers are sobering.

Sixty percent of UNB revenues come from government grants. The Government of New Brunswick is budgeting a deficit of nearly \$400M in 2014/15, and will continue to have limited means to increase funding for universities.

60%

-11%

UNB's enrolment has shrunk by nearly 11% in the past 10 years, from 13,000 to 11,600.

Seventy-five percent of UNB undergraduate students come from New Brunswick.

72%

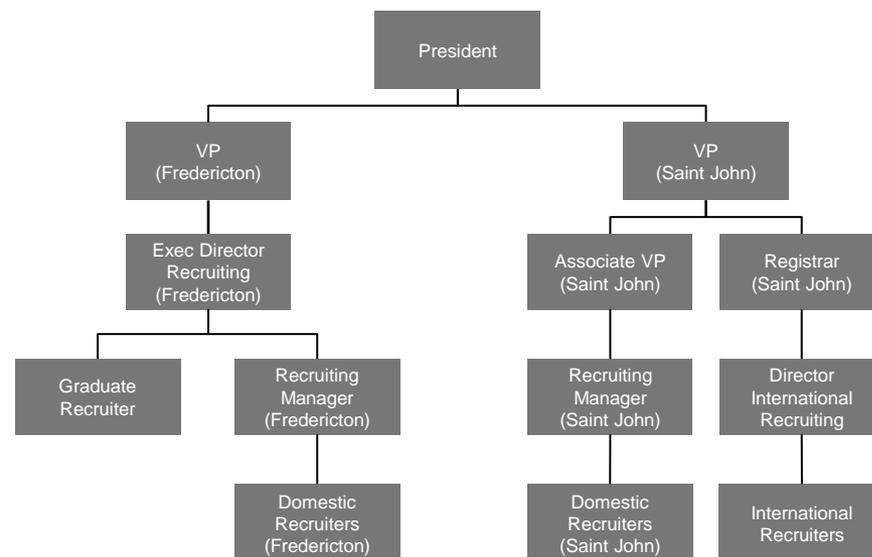
-1,200

New Brunswick is projecting to graduate 1,200 fewer high school graduates by 2022.

## Current structure

- Domestic recruiting is a decentralized function at UNB, with separate recruitment units for each campus. The Fredericton domestic unit has 9 FTEs and Saint John has 4 FTEs. Some faculties (Computer Science, Law, and Business) employ their own recruiters, operating independent of the respective campus recruitment offices.
- Graduate (1 FTE) and international recruiting (3 FTEs) both have mandates which extend to both campuses, but report to positions which are currently accountable for operational results on one campus.

## Organizational Representation of UNB Recruitment



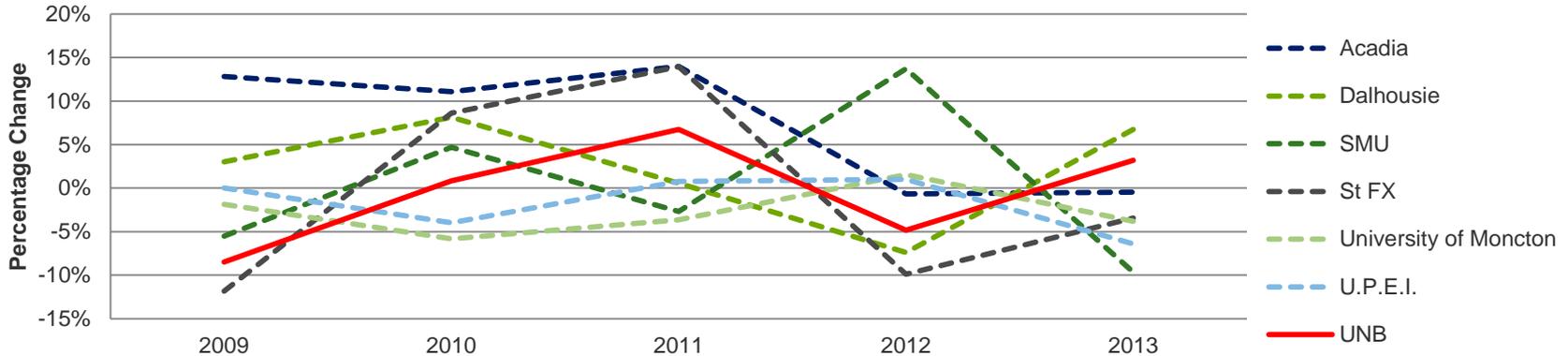
Additionally, there are recruitment staff in Law, the MBA program and Computer Science which do not report into the central recruitment function.

# Recruitment and Enrolment Trends

New student enrolments are key indicators of recruitment performance and overall health of the university. The relative increase / decrease in new student enrolment (first year and transfer) has been comparable to other Atlantic universities, but overall enrolment has lagged.

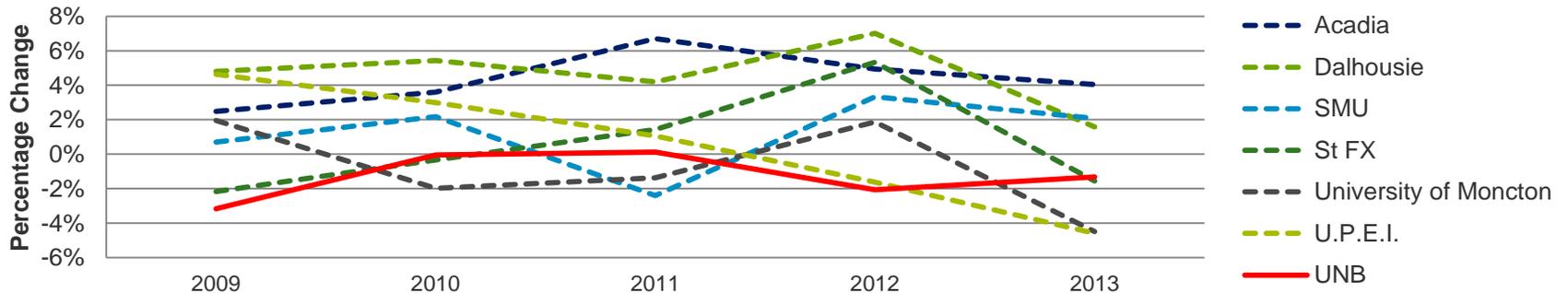
## New student enrolment growth year-over-year (FT/PT)

With some exceptions, year-over-year change in new student enrolments (first year and transfer) has fluctuated at UNB in a relatively similar manner to other universities in the region and does not exhibit an overall trend upward or downward. The incoming class in 2009 was 2,095 and in 2013 was 1,918, but the value has fluctuated during that time period.



## Total enrolment growth year-over-year (undergraduate FT/PT)

In contrast, UNB's growth in overall undergraduate enrolment has lagged behind that of other universities. The total enrolment for this cohort in 2009 was 9,246 and in 2013 was 8,941, representing a decline of 305 students.



The performance of total enrolment could point to a number of broader issues related to retention and enrolment management, including the profile or applicants admitted (Appendix D) and how students are supported once admitted.

# Positives for UNB

While the recruiting function at UNB has many opportunities which will be the focus of this report, there are a number of strengths that UNB possesses and is leveraging, and which that continue to play a central role in future successes. A core strength of the University of New Brunswick recruitment function is the talented, committed and professional recruitment team. A number of additional strengths were identified through interviews with stakeholders on both UNB campuses:

	Perceived Strengths
<b>Undergraduate</b>	<ul style="list-style-type: none"> <li>• There are well-established relationships with guidance counselors in Atlantic Canada, and progress is being made in Ontario.</li> <li>• UNB has an impressive campus and campus tours are believed to be highly effective at converting prospects.</li> <li>• UNB has a well-established reputation in Atlantic Canada and has many strong programs, with the university ranking 4<sup>th</sup> in the Comprehensive category of MacLean's university rankings.</li> <li>• UNB focuses on providing a personalized experience for prospects.</li> <li>• UNB offers "Admissions on the Spot" program which is believed to be effective at converting domestic and international prospects.</li> <li>• UNBSJ has recently taken steps to improve enrolment with a major initiative to assess its application process and student experience. A consultant's report was received earlier this year and improvements are currently being implemented.</li> </ul>
<b>Graduate</b>	<ul style="list-style-type: none"> <li>• Among a number of strong programs, the Saint John MBA program has produced strong enrolments, with 48% growth from 2009-2010 through 2012-2013. (MPHEC data)</li> <li>• Faculty are actively involved in recruiting for research-based programs.</li> <li>• UNB is home to 14 Canada Research Chairs, and this reputation creates national and international interest in research-based programs.</li> </ul>
<b>International</b>	<ul style="list-style-type: none"> <li>• UNB has programs that are typically popular with international students seeking Engineering, Commerce, Math and Science programs.</li> <li>• UNB has revamped its approach to agents, reducing the number and focusing on developing quality relationships that can be supported.</li> <li>• UNB is establishing a reputation internationally.</li> <li>• UNB has two in-house ESL schools (Saint John College on the Saint John campus and The College of Extended Learning's English Language programs on the Fredericton campus).</li> </ul>

# Assessment Framework

The mandate of this review was to provide an assessment and recommendations related to the recruiting function. Deloitte undertook the review using a framework that assesses strategy, and the supporting enablers to achieve the strategy.

The assessment of how UNB recruitment should be organized and operated needs to be rooted in the broader vision and goals for the institution. The following components and questions were used to structure the analysis and report.

## Key components:

UNB Vision, Goals and Objectives



Recruitment Strategies



Key Enablers of the Strategies  
(Funding, Organization, Tools, Space, Tactics)

## Key questions:

- What are the University's objectives?
- What are the implications for recruitment?

- What gaps exist between UNB goals and recruitment strategies?
- How do UNB strategies differ from those of other universities?

- Are the tools and resources organized to best support the objectives and strategies?
- How does UNB compare to other universities?

# Vision, Goals and Objectives

UNB's strategic priorities related to enrolment are key inputs to the strategies and underlying structure, tools, tactics and other enablers.

UNB's 2010 strategic plan contains clear growth targets for the university as a whole, as well as each of the identified segments. These goals were used to assess the appropriateness and effectiveness of the current strategy and supporting enablers.

<b>UNB's Vision</b>	<ul style="list-style-type: none"><li>• UNB's vision is "to be the university of choice for passionate minds."</li></ul>
<b>Recruiting Strategic Objectives</b>	<p><b>Access and enrolment at UNB</b></p> <ul style="list-style-type: none"><li>• Increase access to education for under-represented groups.</li><li>• Increase international access to UNB.</li><li>• Increase enrolment of students from other provinces and internationally and establish long-term enrolment objectives.</li></ul>
<b>Primary Recruitment Goals / Targets</b>	<p><b>Five-year strategic plan</b></p> <ul style="list-style-type: none"><li>• Increase the proportion of <b>under-represented</b> students by ~10%.</li><li>• Increase the proportion of <b>international students</b> at the undergraduate level to ~20% of the student body.</li><li>• Increase (<b>overall</b>) enrolment at UNB's New Brunswick campuses through consultation with faculties aiming at ~10% overall.</li></ul>

## Observations on performance

- Relative to comparator universities, UNB's five-year growth targets appear to be both more defined and more aggressive, and are largely unfulfilled.
  - While UNB has made progress on its international enrolment targets with growth of approximately 5% per year, this is short of international enrolment growth at comparator institutions (11%), and well short of the goal of having international represent ~20% of the student body.
  - Most of the comparator universities interviewed indicated that given the demographic landscape, overall growth may be overly optimistic; most have indicated maintaining current levels as the primary focus. UNB's overall full-time enrolment has actually shrunk by 2% during a period when overall full-time enrolment in the region grew by 5%, and UNB had targeted growth of 10%.

# Recruiting Strategy

An integrated multi-year recruiting strategy, linked to broader university strategies and plans, is absent and impacting UNB's recruitment efficiency and effectiveness.

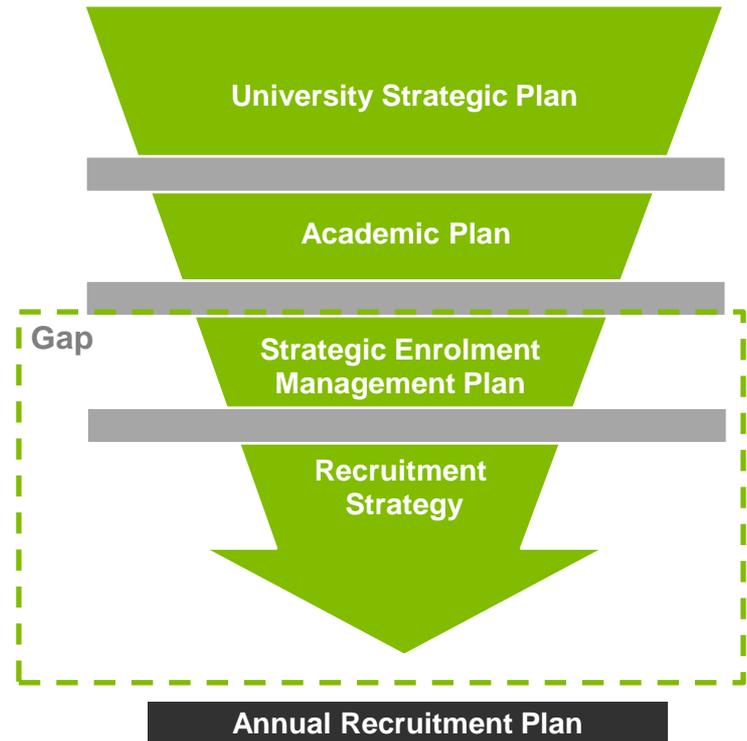
While UNB has formal strategies for graduate and international recruiting and the Saint John campus has developed a Strategic Enrolment Management plan (see Appendix B for more details), the undergraduate recruiting units at both campuses do not have comprehensive strategies. A leading practice observed at other institutions would be a single integrated strategy and plan, linking to the broader university strategies and plans, and providing at a minimum, answers to the following questions:

1. What are the institution's enrolment goals?
2. What is the profile of students a program area wants to recruit? What is the target admission average?
3. Where should recruitment resources be focused?
4. Are recruiting efforts and messages aligned with institutional marketing / branding?

Notwithstanding the appropriate and important work being done on the Saint John campus to develop a strategic enrolment plan, the university is lacking an integrated recruitment strategy as well as an overarching integrated strategic enrolment management plan and marketing plan to which the integrated recruiting strategy would link. The absence of any these strategies and plans makes it difficult for the university to optimize the allocation of scarce resources. Likewise, the absence of marketing and branding was cited by stakeholders as making it more challenging for recruiters to differentiate UNB in an increasingly competitive market.

Given UNB's growth agenda, we would expect to see UNB with a single documented recruitment strategy to support the growth agenda. On the following pages we assess the priority elements which should be addressed within such a strategy.

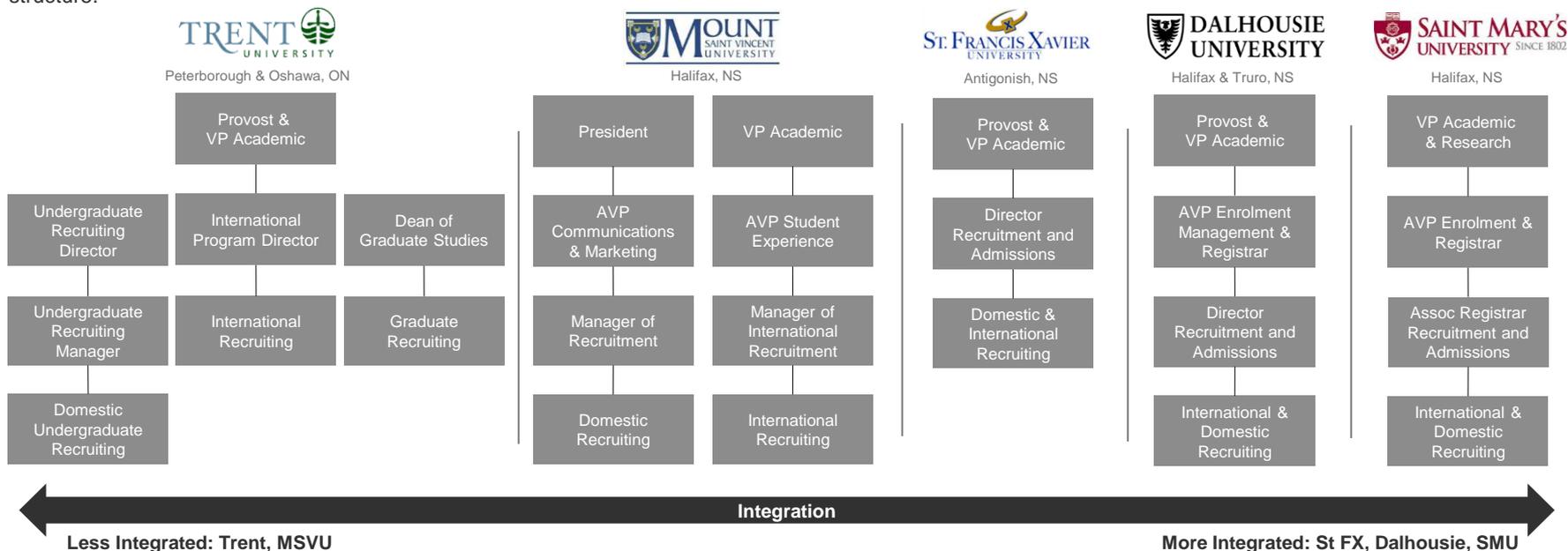
The following diagram illustrates the typical linkage between the various university strategies:



# Key Enablers – Organization

## Comparator institution organizational charts

Through interviews with five comparator institutions, the high level organizational structures were identified, and are included below. While Saint Mary's University and Dalhousie University have a similar structure with recruitment residing within a larger enrolment function in the Registrar's Office, other institutions each had a slightly different variation with less linkage to the Registrar's Office. Mount Saint Vincent University has domestic recruitment linked closely to marketing and communications ultimately reporting to the President, while at St. Francis Xavier University recruitment has moved between VP's during a period of transition in their leadership structure.



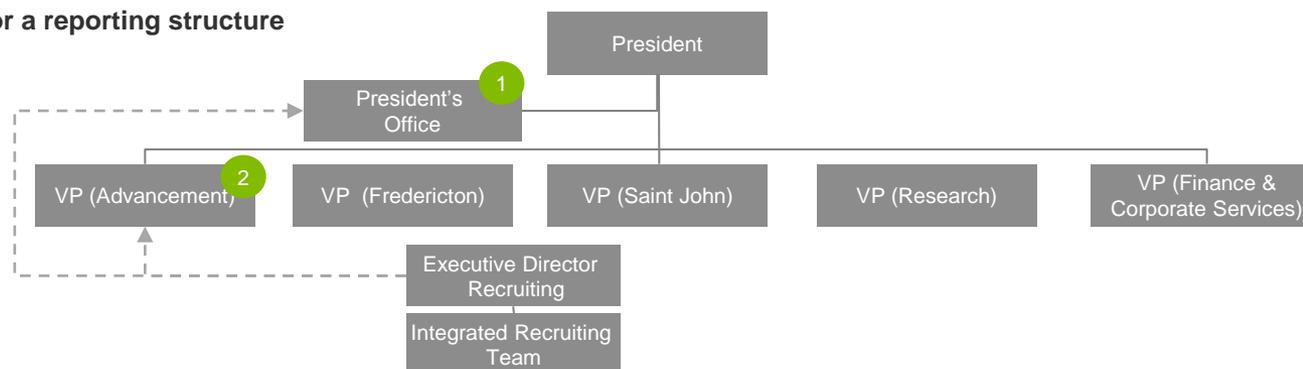
UNB's structure is generally "less integrated" than comparators on the basis of campus, student type (international / domestic) and function (recruiting, admissions, registration):

- **Multi-campus:** The two comparator institutions with multiple campuses (Dalhousie University and Trent University) indicated that recruitment is an integrated function for the university and recruiters are expected to recruit for both campuses. This was felt to be an asset for both the prospective students and the university.
- **International / Domestic:** Among the comparators there was a range of integration, with Dalhousie University, Saint Mary's University, and St. FX University having international and domestic recruiting integrated within a single team.
- **Functional Integration:** With recruitment as a standalone unit, UNB is less integrated from a functional perspective than Dalhousie University, Saint Mary's University and St. Francis Xavier University, who each have recruitment function combined with an Admissions function – within the Registrar's Office at Dalhousie and Saint Mary's University. These schools believe this model provides a number of benefits, including the ability to share administrative support, and bring together a larger pool of resources that can be deployed at peak times. For example, Dalhousie University will bring Admissions Officers to local high schools where extra support is needed. Integrated recruiting and admissions units was also felt to improve the likelihood of a smoother transition for the prospect / applicant.

# Key Enablers – Organization (continued)

Integrating the recruitment teams for domestic and international students should create opportunities to generate more student enrolments with the same or similar resources. While our preference would be a model similar to Dalhousie University or Saint Mary's University, an integrated team reporting to a University Registrar/AVP Enrolment Management and Vice-President Academic which both have responsibility for both campuses, these positions do not exist at UNB, and the university does not possess an institution-wide mandate. In the absence of such positions at UNB, and on the basis that recruitment should be included in the portfolio of an existing position that has responsibilities for both campuses, there are four potential options: President, VP (Research), VP (Finance & Corporate Services), and VP (Advancement). Recruitment, however, does not align with the existing portfolios of the VP (Research) or VP (Finance & Corporate Services). The remaining two options are the President, and the VP (Advancement). The key benefits and drawbacks for each option are described below:

## Two options for a reporting structure



Option	Benefits	Drawbacks
<b>1. Recruiting reporting to the Office of the President</b>	<ul style="list-style-type: none"> <li>Having recruitment report to the highest level of authority at the university would be consistent with the importance of this strategic priority.</li> <li>The President typically could engage better with the academic community than a VP Advancement.</li> </ul>	<ul style="list-style-type: none"> <li>Competing demands within the Office of the President may constrain the time available for recruitment.</li> <li>Limited direct experience in student recruitment.</li> </ul>
<b>2. Recruiting reporting to the Office of the Vice-President Advancement</b>	<ul style="list-style-type: none"> <li>Synergies with the Marketing and Alumni portions of the Advancement portfolio.</li> <li>The current VP Advancement has experience and knowledge of the recruiting function.</li> </ul>	<ul style="list-style-type: none"> <li>A VP Advancement is sometimes not well connected academically in many institutions.</li> <li>Recruitment previously reported to the VP Advancement – this may be perceived within UNB as a step back.</li> </ul>

# Key Enablers – Space

The recruitment function at UNB Fredericton occupies a space that is on the fourth floor of a building that is not accessible to persons using mobility assistance devices. This location presents challenges for the recruitment function for interacting with prospective students who have mobility difficulties, and is inconsistent with practices at peer institutions. As an example of leading practice, Dalhousie has re-located its recruitment function to a newly built facility at the entrance to the campus. Dalhousie's Welcome Centre is also at street level and in an accessible building. Similarly, the University of Windsor is currently constructing a new, accessible Welcome Centre for students. Saint Mary's University has built a Welcome Centre into the entrance of its main administrative building.



*Clockwise from top left:*

- *The Welcome Centre at Dalhousie's LeMarchant Mixed Use building*
- *Accessible entrance at SMU's McNally Building*
- *Illustration of the University of Windsor's new Welcome Centre*



## Learnings from others

Dalhousie's new LeMarchant Street Mixed Use Building is due to open in September 2014. The top five floors will be dedicated to residence rooms accommodating over 300 students. The bottom two floors will house a variety of student services, including:

- International Student and Exchange Services
- Recruitment and Enrolment Centre
- Health Services
- Counseling Services

The LeMarchant Building will not only provide much needed beds for students, but also key student services in closer proximity to the students who use them. *(Source: Dalhousie University)*

The building will provide an accessible and welcoming centre for Recruitment to conduct campus tours and campus-based recruiting events. Key features will include meeting and presentation rooms.

# Key Enablers – Internal Tools

The table below identifies leading internal operations practices identified in a 2013 survey of 82 four-year US public universities. The findings were consistent with Deloitte’s experience, and the information gathered through comparator interviews of Atlantic universities. Many of the practices identified are maturing, with between half and three-quarters of the surveyed universities indicating current usage. There are several opportunities for UNB to explore that relate to improved internal tools to support recruitment.

Top internal operations practices for four-year universities	Institutions using practice	Somewhat or very effective
CRM solution for managing and tracking recruitment communications, online applications, etc.	71%	87%
Admissions funnel tracking to monitor and predict students incremental rates of movement toward enrolment	76%	80%
Statistical modelling to predict the likelihood of an admitted student enrolling at your institution	52%	86%
Content management system (CMS) to update website content	73%	85%
Analytics resources like Google Analytics to provide data for decision making (search engine optimization, fine-tuning recruitment/admissions portion of website)	86%	73%
Using a statistical, analytical approach to determine financial aid award levels by predicting enrolment rates based on award amounts (aka “financial aid leveraging”)	42%	64%

- UNB has no university-wide CRM system implemented to manage student communications. This is a disadvantage for recruitment activities, as it adds to manual workload for recruiters and increases the potential for human error in communications. Although two departments have individually purchased CRM software for specific activities, the number of licenses purchased is insufficient to provide service for the entire university.
- A recurring theme expressed by stakeholders with regard to technology usage in the recruitment function was the lack of effective means to use existing data sets to make informed, data-driven decisions. Stakeholders pointed to the lack of functionality within the current ERP to mine data that relates to student demand, as well as trends; however, it may be less about tools as it is training and data capture. The underutilization of such data mining is inconsistent with current leading practice.
- UNB has made progress in rationalizing and reducing the number of extraneous and inactive pages on its website; however, there is no detailed web strategy and a lack of engagement and functionality in the faculties, which have responsibility for managing and updating their content.
- The use of website analytics is not fully developed at this time; however, efforts have been made recently to increase use of this capability. Currently, an annual report is published which provides a high level overview of website performance and the ways in which users are interacting with the content on the website.

# Summary of Recommendations

Based on the preceding analysis, the following actions are recommended to improve the effectiveness and efficiency of UNB's recruitment function. In addition to the recommendation, we have also provided estimates of relative value and difficulty of each recommendation, based on our experience and understanding of the UNB environment.

	Relative	
	Value	Difficulty
1. UNB should create an integrated recruitment strategy for both campuses and address both domestic and international recruitment. The strategy should be linked to an enrolment management strategy and a marketing strategy for UNB.	H	M
2. UNB should assess the feasibility of reallocating domestic recruiting resource effort to growth markets.	M	L
3. International enrolment targets should be integrated into overall enrolment planning, and completed at the program level for each campus. Establishing and measuring performance at the program level should assist in achieving a sustainable international population in each program.	H	L
4. As stated in the current international recruitment plan, UNB should continue to diversify its international recruitment base, and assess time spent in mature markets compared to time spent in developing markets.	M	L
5. UNB should consolidate reporting for domestic, international and graduate recruitment into a single team led by an Executive Director for Recruitment. Individual programs should be discouraged from having dedicated recruiters, with exceptions granted where there is demonstrable value in doing so. Any dedicated program recruiters should, at a minimum, have a dotted line relationship to the Executive Director for Recruitment. This will encourage consistent approaches to recruiting and reduce duplication of effort. The combined function should report to the President's Office, at least on an interim basis. Recruitment staff should continue to be located on both campuses, at least on an interim basis. The structure should be reassessed in year 3.	H	H
6. UNB should fund recruitment as a central service rather than at the campus level. This should be an extension of a broader move to centralize recruitment.	H	L
7. UNB should implement performance targets for each recruiter, which would be derived from the integrated recruitment strategy and enrolment plan.	M	L
8. Consider re-locating the UNB Fredericton recruitment office to a space that is readily accessible to all prospective students and presents the brand and image of UNB, similar to the UNB Saint John recruiting office.	M	M-H
9. UNB, and particularly UNB Fredericton, should expand and enhance the use of articulation agreements with NBCC / CCNB as well as other domestic and international community colleges. UNB should reallocate some recruitment effort for outreach and liaison with NBCC / CCNB.	M	M
10. UNB should invest in a university-wide CRM system to manage communication with students from prospects through graduation.	M-H	M
11. UNB should invest in statistical / predictive modelling, and integrate this into planning and decision making.	M-H	L-M
12. UNB should maintain recent investments in website enhancement and enhance content management capabilities.	M	L-M

# Conclusion

## **Concluding thoughts**

While there are significant demographic challenges facing UNB, there are also significant opportunities. UNB has many foundational pieces and many of the same strategies and tactics as comparator universities, and UNB is doing many of the right things related to recruitment. UNB's organizational structure is unique compared to peers, and cited by internal stakeholders as inefficient. Claims are supported by the benchmarking of UNB's recruitment costs and staffing leverage. By organizing the resources more effectively, developing an integrated plan and enhancing some of the core recruitment tools, UNB will be better positioned for the challenges ahead.

# Appendices

# Appendix A

## Environmental Scan Interviews

# Environmental Scan Data

An environmental scan of comparator institutions was conducted to identify best practices and other insights regarding their operations.

## Recruiting Organization

- There was a range of organizational structures indicated by respondents, with some institutions having integrated recruiting efforts across student segments (undergraduate, graduate, and international), while others did not.
- At a minimum, respondent institutions indicated that there are efforts to coordinate recruitment activities across student segments whenever possible.
- All multi-campus institutions reported that their recruitment activities for all campuses were coordinated centrally.
- Larger institutions tended to have dedicated support staff for recruitment, while small to mid-sized institutions relied on recruitment and admissions staff to perform ancillary duties.
  - Some institutions also engage student support staff / volunteers to perform campus tours.
  - Some institutions have recruitment embedded with other functions and share support resources.
- Faculties often have independent recruitment efforts, particularly at the graduate level and for professional programs (e.g. MBA, Law).
- Occasionally, institutions have reported having specialized recruiting efforts for specific student groups (e.g. First Nations students).

## Domestic Undergraduate Recruiting

- UNB has the second smallest ratio of incoming class-size to number of domestic undergraduate recruiters, suggesting UNB's recruiting function may be less efficient than their counterparts.
- The vast majority of institutions consulted used a mix of full time and contract recruiters.
  - The number of contract employees as a percentage of total staff complement ranged from ~40% to 100%.
  - Some institutions employ all recruitment staff on multi-year contracts, with the option of renewal.
  - There is a general acknowledgement that most recruiters will move on to other opportunities after a few years in the role.
- All institutions declined to provide specific growth targets for enrolment.
  - Atlantic region institutions acknowledged the demographic threat posed by the declining regional population, and indicated that this has influenced their discussions regarding enrolment growth targets.
- Atlantic region institutions tend to focus on their regional market and Ontario, whereas institutions in other areas of the country are more likely to focus on their home market and the western provinces.

# Environmental Scan Data

An environmental scan of comparator institutions was conducted to identify best practices and other insights regarding their operations.

## Domestic Graduate Recruiting

- Most institutions do not have a dedicated graduate recruiting group – of the five institutions interviewed, only one has a dedicated graduate recruiting resource, which is new within the past two years.
- At the other four institutions, graduate recruiting is either solely the responsibility of the faculties, or is shared between the faculties and the central recruiting group.
- Most research-based recruiting is done by the faculty.
- At most institutions, faculties or programs such as Law and MBA perform their own recruiting. Communications are sometimes coordinated through an enrolment management committee.

## International Recruiting

- All universities that were consulted were interested in expanding their international recruitment efforts.
  - Atlantic institutions in particular were interested in increasing international enrolments as a means to mitigate the impact of population decline in the region.
- All universities report having recruiters that are solely, or primarily responsible for international recruitment.
- The use of agents for international recruitment is common, with all institutions indicating that they use a number of agents across the international markets that they are active in.
  - It should be noted that while most institutions have a significant number of contracts in place, only a small fraction of agents are responsible for the bulk of international student enrolments.
  - The proportion of international students recruited by agents ranged from 5% to 60%.
- The top international market for students is China, which was consistently ranked #1 by all respondent institutions.
  - Institutions differed in their rankings of other priority markets; however, the Middle East (in particular the Kingdom of Saudi Arabia) was noted as a key market.
  - Other priority markets included India, the Caribbean, and South East Asia.
- Regarding language training, most institutions report having partnerships with external providers of English as a Second Language (ESL) training services.
  - Larger institutions were more likely to have in-house ESL schools.

# Environmental Scan Data

An environmental scan of comparator institutions was conducted to identify best practices and other insights regarding their operations.

## Engaging Faculty and Alumni

- All institutions report engaging faculty and alumni to some extent in recruitment efforts.
- Typical ways in which faculty participate in recruitment efforts include:
  - Participation in university fairs.
  - Panel discussions for large group campus tours.
  - Assist with international recruitment efforts.
  - Informal meet and greets with prospective students while faculty are traveling for conferences.
  - Calls to prospective students.
- Typical ways in which alumni participate in recruitment efforts include:
  - Volunteering for recruitment events.
  - Assisting the recruitment staff in booking venues at preferred rates (e.g. through membership at business clubs).
  - Outreach to prospective in smaller markets (e.g. small towns with notable alumni).

# Appendix B

## Saint John Strategic Enrolment Management Plan

# UNB Saint John Strategic Enrolment Management Plan

**Strategic Enrolment Management** is a comprehensive approach to integrating all of the University's programs, practices, policies, and planning related to achieving the optimal recruitment, retention, and graduation of students with "optimal" defined by the mission, academic vision, and strategic plan of the institution. Enrolment management becomes Strategic Enrolment Management when it actively integrates planning, strategies, and structures in the formal enrolment management units with the institution's evolving strategic planning, its academic vision and its fundamental mission.

Source: <http://www.educationalpolicy.org/pdf/SEM%20Guide.pdf>

UNB Saint John has started a journey toward Strategic Enrolment Management. In 2013 the campus worked with the Academica Group to assist with a recruitment and retention planning process. This process involved gathering data to better understand SEM opportunities for UNB Saint John.

In 2014 UNB Saint John worked again with the Academica Group to identify specific recommendations to implement a SEM framework at the campus. These recommendations were prioritized into four categories:

- Priority One: Most impactful for direct recruitment or retention efforts or of significant potential liability to the institution.
- Priority Two: Most impactful for staff processing / workflows / efficiencies.
- Priority Three: Most impactful for future planning with strategic intelligence.
- Priority Four: Dashboard (for future consideration).

Academica recommended a phased-in approach with a 1-4 year duration to complete each of the four priority categories. UNB Saint John is currently working on improving conversion and retention rates for students, based in part on Academica's work.

# Appendix C

## New Brunswick High School Enrolments

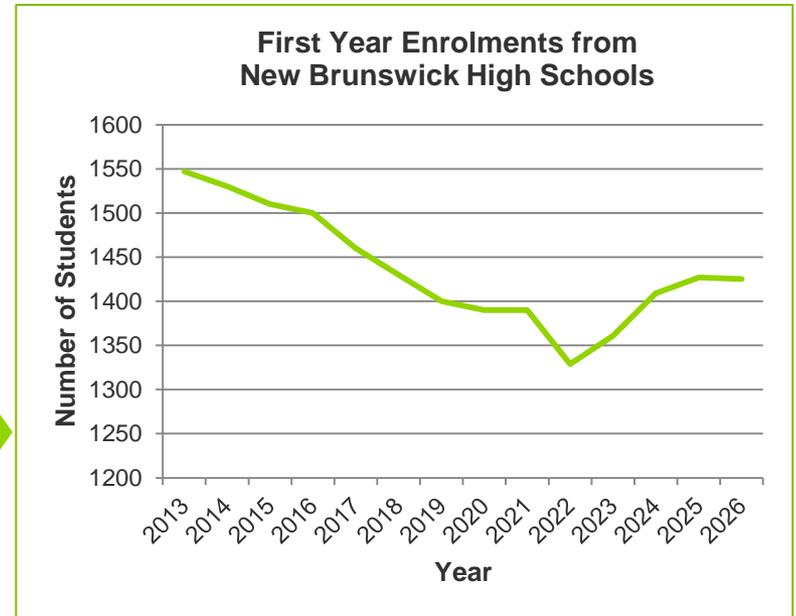
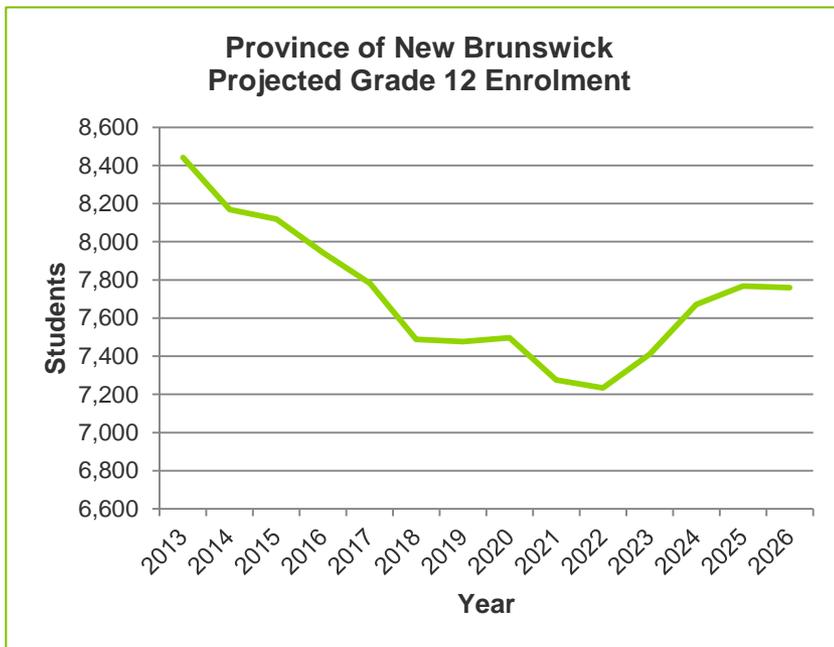
# New Brunswick's Declining High School Population

Declining high school enrolments in the province will present challenges for UNB in achieving its recruitment goals.

The largest component of UNB's student body is students from the Maritimes, and more specifically, New Brunswick.

The majority of UNB's undergraduate students, approximately 70%-75%, graduate from New Brunswick high schools.

New Brunswick's Grade 12 enrolment is projected to continue declining until 2022, stabilizing at 8%-9% lower than today's enrolment.



The New Brunswick high school population decline has directly affected UNB's ability to meet its five-year goal to increase undergraduate enrolment by 10%.

The trend will continue to directly impact UNB's first year enrolments, with an estimated 20 fewer students enrolling each year until 2022.

Source: NB Department of Education and Early Childhood Development, UNB internal enrolment projections

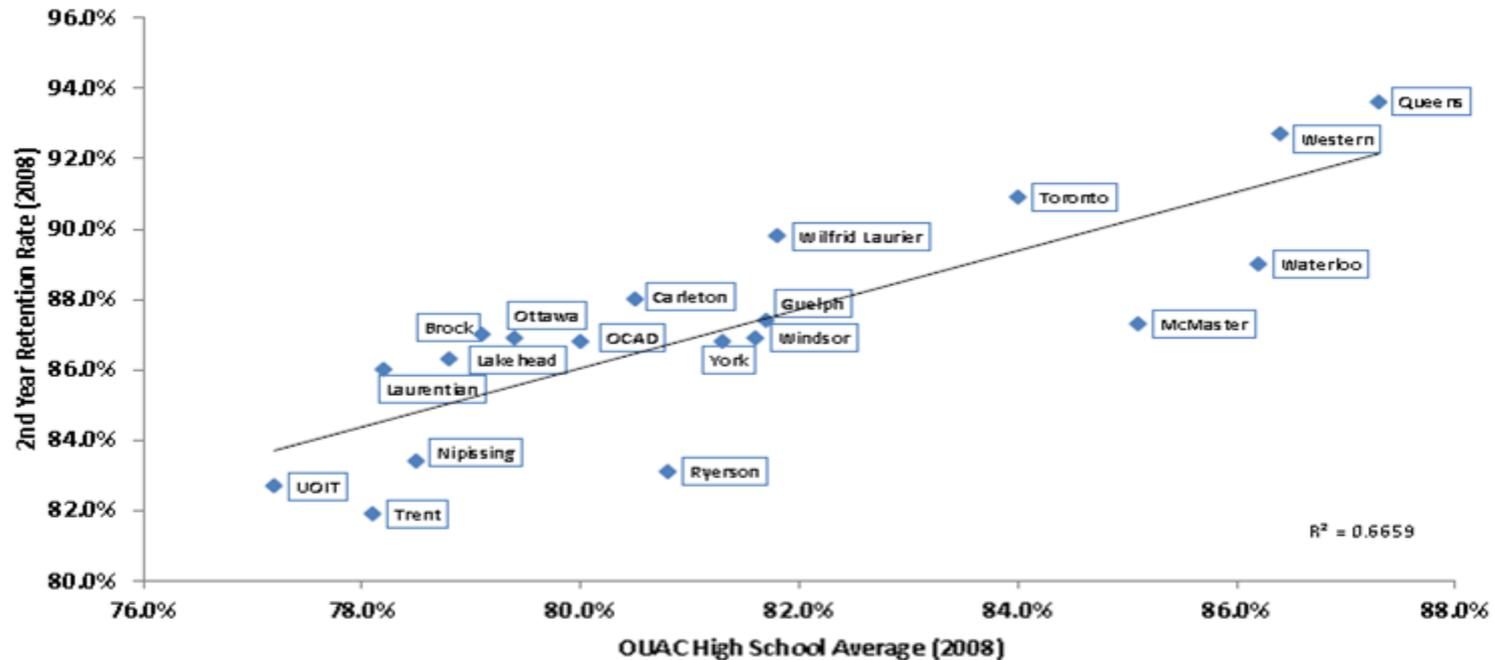
## Appendix D

# Correlation Between High School Grades and Retention

# High School Average Impact on Retention

The Higher Education Quality Council of Ontario (<http://www.heqco.ca/>) has done analysis which illustrates the link between average entering averages, and subsequent retention rates for Ontario universities. Analysis of UNB's entering averages should inform an enrolment management plan, enrolment projections and a recruiting strategy

## ENTERING H.S. GRADES



# Appendix E

## US Cost to Recruit Benchmarks

# US Cost to Recruit Benchmarks

Percentile	Four Year Public Institutions			
	Overall	Smallest Third in Enrolment Size	Middle Third in Enrolment Size	Largest Third in Enrolment Size
25 <sup>th</sup> Percentile	\$342	\$406	\$306	\$347
Median	\$457	\$552	\$521	\$402
75 <sup>th</sup> Percentile	\$642	\$799	\$771	\$542

Source: Noel-Levitz. (2011). *2011 Cost of recruiting an undergraduate student: Benchmarks for four-year and two-year institutions*. Coralville, Iowa: Author. Retrieved from: [www.noellevitz.com/BenchmarkReports](http://www.noellevitz.com/BenchmarkReports)

# Appendix F

## Articulation Agreements

# Articulation and Transfer Agreements

The following table represents a sampling of the articulation and transfer agreement presently available at Maritime universities. The MPHEC study presents a narrower definition of the term “articulated agreement”, which excludes programs offering advanced standing at the university level when transferring from a college. In both studies, UNB Fredericton has a relatively small number of articulation/transfer agreements with other institutions.

Campus	Articulation and/or Transfer Agreements	
	MPHEC 2010 <sup>1</sup>	APCCC 2014 <sup>2</sup>
UNB Saint John	8	20
UNB Fredericton	5	6
UPEI	6	28
Dalhousie University	1	2
SMU	0	3

Sources:

1) Maritime Provinces Higher Education Commission (MPHEC) study - Assessment of the Effectiveness and Benefits of Articulated Programs in the Maritimes.  
[http://www.mphec.ca/resources/articulated2010\\_en.pdf](http://www.mphec.ca/resources/articulated2010_en.pdf)

2) Atlantic Provinces Community College Consortium (APCCC)- Guide to Block Transfer Agreements.  
<http://www.apccc.ca/agreements/APCCC%20Transfer%20Guide%202014.pdf>