

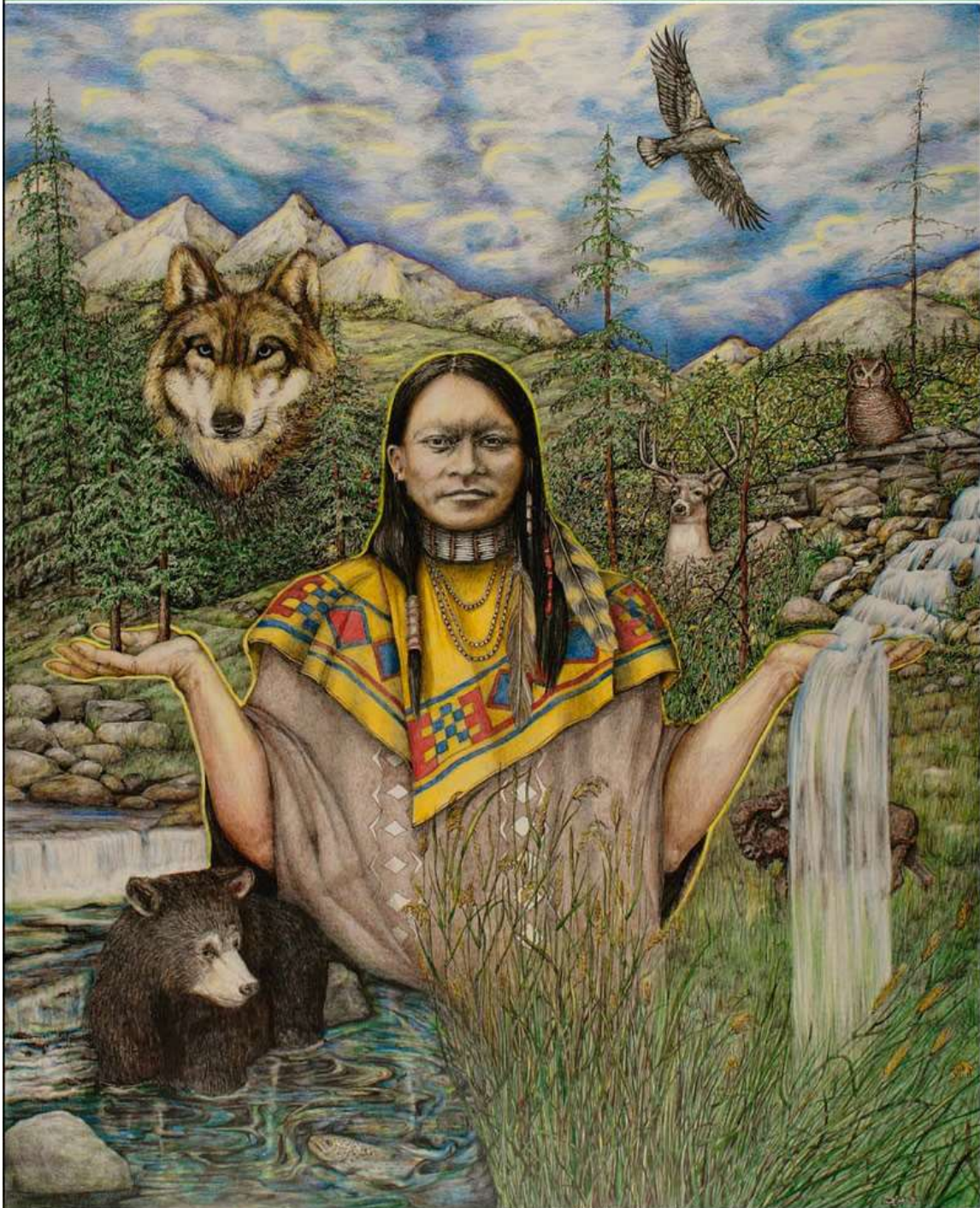
Keweenaw Bay Ojibwa Community College

Recruitment and Retention Strategic Planning
July 23, 2008



A joint initiative by the Partnership for Environmental Technology Education (PETE)
and the Advanced Technology Environmental and Energy Center (ATEEC).
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A National Collaboration to Strengthen the Advanced
Environmental Technology Education Programs at
Tribal Colleges



NSF DUE Project Number: 0702247
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Overview

On July 23, 2008, the Advanced Technology Environmental and Energy Center ([ATEEC](#)) and Consultant, Gale Harms, representing the Partnership for Environmental Technology Education ([PETE](#)) Tribal Grant (DUE Project Number: 0702247) visited Keweenaw Bay Ojibwa Community College ([KBOCC](#)) located in Baraga, Michigan to facilitate development of a recruitment and retention strategy for environmental science students. KBOCC is one of three Tribal colleges in the nation selected to receive technical assistance through the grant this year.

KBOCC staff indicated recruitment and retention as areas of major concern particularly for the environmental science program. Employers repeatedly contact the college in the hope of hiring new graduates. Forestry jobs are plentiful, graduates are not. Because enrollment is a critical issue for the entire college, not just the environmental science program, so discussion addressed recruitment and retention on behalf of the entire community college with emphasis given to environmental science program needs.

KBOCC offers three degree granting programs: early childhood, liberal studies, and environmental science. Current enrollment at KBOCC stands at approximately 75 students of which 20 attend full time. These numbers are consistent with data from the previous academic year (2007) and higher than the year before (60 students in 2006).

The Keweenaw Bay Ojibwa Tribe pays tuition and awards a bonus check of 200 dollars to students who are Tribal members, attend full time, and achieve satisfactory grades. Most environmental science students attend full time, taking 12 credits per semester. Along with family duties and jobs, environmental students face daunting time management challenges.

Recruitment area discussed

Northern Michigan, the reservations, and surrounding areas



Current recruitment efforts have historically been limited to the upper peninsula of the Ojibwa Reservation. Limits are due to lack of recruitment travel and supply budgets as well as a historically local recruitment focus. It was discussed that nearby reservations are home to American Indians of the same or very similar heritage and could easily double enrollment if prospective students knew about the programs offered at KBOCC.

Some local citizens, when asked about the community college, did not know of its existence. Signage is small and not placed in high traffic areas, though all three buildings are located on major roads. It was mentioned that there are few newspaper articles about the college and no radio or television advertising.

Facilitation

ATEEC, an Advanced Technology Education ([ATE](#)) center funded by the National Science Foundation ([NSF](#)), supplies facilitators trained to work with educational, business, industry, and governmental organizations to facilitate client requirements for needs analysis, instructional design and development, and evaluation. Descriptions of a variety of methods used by ATEEC facilitators can be found on their Web site at www.ateec.org. It was recognized that in the case of Tribal Colleges, separate assessments could be utilized to account for the unique needs of the reservations. In the case at KBOCC, it was recognized that a more focused strategic plan for recruitment and retention would best support current efforts to acquire accreditation.

Consulting

A private consultant was invited to provide insight and experience specific to Tribal Colleges. It was noted that KBOCC's small size and vast potential for growth offer unique opportunities. Mr. Harms, a Tribal education consultant, agreed to share a number of examples of similar efforts conducted at other locations across the country.

Facilitator: Lora Kaisler, lkaisler@eicc.edu

Consultant: Gale Harms, gharms47@yahoo.com

Attendees

This report reflects the thoughts of KBOCC participants who were present at the meeting. They represent multiple departments, interests, and concerns on and off the reservations of northern Michigan.

Stacy Cotey	Environmental Science Department Chair/Instructor
Cherie Dakota	Dean of Admissions
Zena Huhta	Recruiter

Discussion

KBOCC staff indicated a strong need for applicants with basic skills, especially in math and life management. The college is applying for accreditation status increasing the importance of enrollment, staffing, and facilities issues. KBOCC Environmental Science Department Chair/Instructor, Stacy Cotey, invited administration and admissions staff to participate in the discussion. The information gathered in this report is intended to be used to focus strategic plans at KBOCC on the recruitment and retention of college students.

Current Strategic Plans

Keweenaw Bay Ojibwa Community College

A strategic plan was developed to meet accreditation standards. The objective most applicable to college recruitment and retention is Objective 3, specifically tasks 5 and 6. Beginning and completion dates are listed as ongoing. Development of recruitment and retention plans target the spring 2009 semester for completion.

Objective 3: Recruit, retain, graduate, and transfer Native American students.

Action	Responsible Staff	Product
1. Meet with area high school Tribal coordinators.	Admissions Counselor	Contact information for recruitment plan
2. Set up visits with high school juniors and seniors during the spring and fall semesters.	Admissions Counselor	Potential student list
3. Prepare and distribute brochures describing benefits, admission, enrollment policies, and programs.	Admissions Counselor	Documentation of student inquiries
4. Identify and contact all GED graduates on the Reservation.	Admissions Counselor	Documentation of students contacted
5. Develop a recruitment plan.	Admissions Counselor	Comprehensive recruitment plan
6. Develop a retention plan.	Dean of Student Services	Comprehensive retention plan
7. Post electronic information and maintain Web site.	Dean of Instruction, Dean of Student Services	Updated Web site
8. Track and respond to email inquiries.	Admissions Counselor	Documentation of responses

Department of Environmental Science

The Department of Environmental Science's current strategic plan indicates the following two goals as most applicable to the recruitment and retention of students. Many of the strategies proposed have already been addressed, yet much remains to be done. Achievement of these goals will ultimately positively impact total college enrollment.



Retention

Goal 1: Improve and increase participation in the environmental science program.

- As stated above, this is still an issue of primary concern. Tribal considerations to close the college last December resulted in decreased enrollment in spring 2008.

Objective: Increase the number of students enrolled as environmental science majors from one in spring 2006 to five in spring 2007 and at least nine in the spring 2008 semester.

- Five students enrolled in the spring 2008 semester.
- Research indicates even colleges with substantial Native American student enrollment can expect a retention rate around 20 percent lower than that for non-Native students ([New Mexico Commission on Higher Education](#)).

Strategies:

- Develop liaisons with L'Anse, Baraga, Chassell, and local alternative schools for the recruitment of high school seniors and staff seeking continuing education credits in the area of science.
 - Liaisons have begun with L'Anse and Baraga school personnel, but there is plenty of room for more connections and deeper relationships.
- Gain approval by local public school officials to accept class credits from KBOCC courses as eligible towards continuing education requirements.
 - Articulation agreements have been achieved but could be expanded to include other institutions and departments.
- Collaborate with the recruitment and admissions officers to expand freshman recruiting and exposure to the environmental science department.
 - It was suggested in the meeting that travel and materials budgets are necessary to college awareness and recruitment efforts.
- Redesign and update the Environmental Science brochure.
 - Funds are needed to produce engaging marketing materials such as brochures. The current brochure is actually a paper copy of the Environmental Science description and course offerings. Since this information is available in the college catalog which is also widely circulated, it was suggested that a more visual graphic design inviting prospective students to visit the Web site might solicit more interest and entice active career planning.
- Collaborate with other academic departments, such as the business department in marketing for the sale of traditional plants and food grown at a college-based garden and greenhouse which will expose students in other academic areas to environmental science.
 - The fact that the department's greenhouse is still in storage makes this a long-range plan. The greenhouse needs to be set up on a flat concrete surface—preferably in back of the downtown building that houses the environmental lab. Students and staff are eager to begin horticultural experiments and to provide plants for marketing purposes.

Recruitment

Goal 2: Generate greater interest in the field of natural sciences and improve the image of the college in the Keweenaw Bay Indian Community.

- Having the local library and fitness center located within college buildings offers an excellent communication bridge to the public. A community college is a distinct form of family unit. This family unit image could be used to appeal to prospective students, very young children, parents, relatives, and those hesitant to return to school.

Objective: Develop short workshops and expand class projects to involve community-based organizations and departments.

- Weed & Seed, wellness, and youth programs enable the college to involve community members. These programs should be expanded. It was also suggested that presentations be made to local clubs and organizations at monthly meetings (e.g., Lion's Club, etc.). Appealing to local adults may increase enrollment due to the pursuit of new careers and advancements in current jobs.

Strategies:

- Offer workshops and short courses that interest the general public (i.e. Bird Watching 101 and/or Meteorology).
 - Bird Watching 101 was a great success this summer with over 20 participants in an overnight ornithology outing.
- Develop liaisons with Tribal organizations such as the Ojibwa seniors and the youth center to collaborate on class projects.
 - The Weed & Seed program, summer wellness, and youth programs have been very well received in the community. They should continue to run as often as possible and expand to include community members from other reservations.

KBOCC Advantages

Research and discussion found that KBOCC maintains an impressive list of advantages to offer its students. These advantages should be embraced and celebrated, shared with community members and prospective students. True success stories encourage self-confidence and determination in otherwise unmotivated or hesitant listeners.



1. Strong connection with the Keweenaw Bay Ojibwa people and the Tribal Council
2. Small size
3. Commitment to individualized support
4. Familiarity with Tribal political structure and local culture
5. Publicly accessible student center, library, and fitness center
6. Outreach programs: Weed & Seed, youth, and summer wellness
7. Admissions preference to Tribal members
8. Decreased reliance on placement testing results
9. Clearly defined admissions procedures and processes
10. More than reasonable tuition and fee rates
11. Financial aid and scholarship assistance available to anyone who needs it; free tuition and books for Tribal members
12. Summer, evening, and weekend classes
13. Labor market survey in process
14. Attractive, inviting, newly remodeled, high tech facilities
15. Dedicated staff and faculty
16. Location on the reservation
17. Web site that is easy to understand and anticipates student needs
18. Housing placement services

Critical Concerns

KBOCC discussion participants mentioned they would like the facilitator and consultant to focus on the following concerns that they believe impact recruitment and retention efforts more than any other issues:



- I. Lack of drop-in child care services
 - II. Need for stronger partnerships with local schools and organizations, particularly
 - a. Drug and alcohol programs
 - b. Youth programs
 - c. Summer wellness programs
 - III. Need for basic services
 - d. Study skills
 - e. Life management
 - f. Math remediation
 - IV. Lack of staff
 - a. Certified counselors
 - b. Experienced tutors
 - c. Effective mentors
 - V. Need for marketing*
 - a. Engaging brochure
 - b. Family-unit image
 - c. Television and/or radio advertising
 - d. New college logo
 - VI. Requirements needed for more long-term planning and dedication to increasing KBOCC enrollment
 - a. Outreach budget for travel of recruitment and admissions personnel
 - b. Strategic collaboration with school and career counselors
 - i. On local and nearby reservations
 - ii. In elementary, middle, and high schools
 - iii. In area two- and four-year colleges
 - iv. In area job placement and employment facilities
 - v. On occupational opportunities with regional forestry, water, and natural resource organizations
- * The need for inspirational and engaging marketing strategies resurfaced frequently during the discussion of these issues.

Strategic Suggestions

I. Lack of drop-in child care services

Explore new daycare programs in the area

Since the average age of students is 35, family responsibilities often impact a student's ability to even consider attending and then to stay in college. It was mentioned that a drop-in daycare program just opened L'Anse, and the KBOCC Director is writing a grant for funds to offset the cost of providing drop-in services at the campus daycare center. Consider applying for Packard Foundation grants to offset the cost of providing drop-in daycare on campus.



II. Need for stronger partnerships with local schools and organizations, particularly drug and alcohol, youth, and summer wellness programs

Assess local employment opportunities

Providing clear paths from home to school to work is more important than ever before. Assess local opportunities now and in the near future. Offer programs that provide the necessary skills to obtain employment that allows students to live locally and not have to move elsewhere to find work. Alcohol and drugs are used to escape a life that lacks hope. Sharing this information with young people offers the hope they need to try again, and to have the power to change. Expand existing youth and outreach programs to increase the number of people who are aware of the college and increase comfort levels for those on campus.

Nurture a family-unit image of the college

Faculty, staff, administrators, and students are all responsible for building a college image. They should attend career fairs, home and farm shows, and high school events. They can target the unemployed and underemployed by visiting manufacturing plants and local recreational facilities. Marvin Smith is an agricultural science instructor at the Blong Technology Center in Davenport, Iowa. He sets up break room displays to share information packets and talks to employees about moving up in their careers. He finds that most workers have already thought about moving into a better position but weren't sure how to begin until they talked to him.



III. Need for basic services in study skills, life management, and math remediation

Require orientation and offer individualized student services

Require pre-orientation and orientation programs to keep students on campus and learning. Do not rely on assimilation programs. Teach coping mechanisms that enable success without alienating students from family and existing values. Coping skills include self-confidence building, the “how to’s” of campus life, survival skills, and remediation of academic skills.

Successful programs incorporate these orientation skills into introductory coursework in prerequisite 1-3 credit hour courses. Eastern Iowa Community College District offers a one-credit Student Success course required for all at-risk students. A three-credit Master Student course is usually offered in the summer. These courses create trust, building a relationship between new students, current students, and college staff members before difficult academic studies begin. Programming is provided for family members who might be afraid the student will move beyond the family. Course topics focus on the environmental aspects of caring, tending, and nurturing Mother Earth. A sense of family unit and group goals help students to see just how important education is to the future of their Tribe.

If credit cannot be awarded for orientation courses, get a local business or industry interested in hiring more competent and better prepared students to sponsor orientation and outreach programs. Professional sponsorship illustrates the circle from need for education through schooling to a good job. Sponsors who make the effort almost always feel it is worth every minute of their time and every penny they invest.

Orientation programming should include remedial math, science, reading skills, library skills, planning strategies, time management, study skills, financial budgeting, and test-taking. Preparatory skills taught before they are needed raise student comfort and confidence levels, substantially raising retention rates. Confidence grows with experience. Once a student finds success in one or two classes, their internal motivation to succeed moves them ahead.

Always provide refreshments at group meetings and activities. Hesitant learners may come for the food but stay for the education. Ms. Huhta would like to stage a cookout in the summer to explain programs and offerings, and feature guest speakers or particularly dynamic instructors. However, she has no funds. If the college could provide handouts and the basics, perhaps a community pot luck would work.



Recruit early

Recruiters watch for individual differences and market to specific interests. Summer camps are held for youth to share possible career paths early in life. It has been posed by researchers that most people are exposed to their chosen career before finishing the fourth grade. Most outreach and recruitment programs do not start until middle or high school.

Conduct outreach programming on campus. Prospective students cannot get a clear picture online or through other people. They need to see for themselves when they walk on campus. If they feel a connection, they know they will find success.

Encourage younger students to take the math and science classes offered in high school. If they take these courses in college they must pay for something they could have learned for free. Explain that remedial courses taken in college do not count as college credit toward their final degree.

Address health head-on

Drug and alcohol dependence are difficult barriers to education excellence. Including dynamic and engaging activities in daily classes does much to interrupt and replace self-destructive patterns. This would seem especially true for KBOCC where the majority of students attend evening classes and are employed during the day. Dynamic and engaging activities in class may replace former after-work activities that are less productive.

Put together a taskforce to coordinate procedures for healthy living programs. Provide counseling and awareness education programs. Make being healthy fun!

Enable students to stay in the area

Contract extension courses from larger area institutions to expand experience without requiring that students leave the area, even briefly. Students with small children cannot afford to be gone for weeks or months at a time. Under-utilized and adjunct faculty are often willing to travel great distances to teach their favorite subjects. Michigan Technical College was suggested as an ideal place to start looking for extension courses as many students transfer to their program after achieving their degree from KBOCC.

Establish an articulation agreement with Northern Michigan University where all credits transfer, similar to the agreement reached with Michigan Technical College.

Offer transportation to off-campus programs. With gas prices rising quickly and the fact that Michigan is mostly a rural state where facilities are separated by long distances, travel may become an ever more prominent obstacle to student success in the near future.

Arrange local internships and establish feeder programs

It was mentioned that some local internships are currently being offered, but many more are needed. Contact forestry, water, and natural resource organizations looking to hire new workers. Discuss possible internships and develop opportunities so that students, the college, and these organizations all benefit. Organizations mentioned in the meeting were the Forestry Service, Department of Natural Resources, National Business Incubation Association, local fisheries, Great Lakes Consortium, National Conservatory in Marquette, Michigan Technical College's program in forestry, local consulting and engineering companies.

Personalize recruitment practices

[Stanford's story](#) encourages us to try the personal approach in recruitment practices. This is easier to do in small community colleges. Research has found the following activities greatly increase student enrollment and retention for American Indians.

- Visit secondary schools that are rural and those on the reservations.
- Create a tabloid-like paper to distribute to Native American prospective students only, a special edition.
- Publish success stories.
- Personally work with prospective students to convince them they can do it.
- Involve staff, faculty, and alumni (especially Native Americans).
- Design activities that return some of what students are learning back to their families and home communities.
- Invite non-Native Americans into the community to build multicultural connections.



Embrace diversity

[Utah State University](#) models strong recruitment and retention practices in its Native American programs under Sam Curley. Being an American Indian himself, Sam leads the program with keen insight about what works and what doesn't work. Utah State University provides services designed especially for its Native American students:

- Academic support
- Leadership development
 - An annual powwow on campus
 - Native American week activities
 - Diversity week
 - Leadership training
- Scholarship and financial aid resources
- Counseling

Build a diverse student body

Limiting admissions to students from the Keweenaw Bay Ojibwa Reservation reduces opportunity for growth and learning. Diversity means students from a wide range of backgrounds and interests.

Accreditation will require the college to be independent of the Keweenaw Bay Ojibwa Tribe. Currently the Tribe requires at least 51 percent of the student body to be Native American. Recruiting students from nearby Reservations will not change the fact that KBOCC's rate currently stands at 85 percent Native American. Removing this restriction will allow the college to recruit non-American Indian students as well. The college need not limit its student body by heritage or affiliation. The college can achieve a more diverse balance.



[ASHA](#)'s *Minority Student Recruitment, Retention and Career Transition Practices: A Review of the Literature* found that diversity is "the foundation upon which most successful programs have been constructed." ASHA recommends the following:

- Cherish diversity and the power it gives to maximize creativity and quality learning opportunities.
- Know, name, and provide skills for combating common barriers to college education and employment.
- Treat each student as an individual. Address issues on a personal and private level providing support services one-on-one unless issues are social.
- Expand discussion of career options. Many Native Americans are unfamiliar with the range of opportunities they might pursue.
- Attend middle and high school career and college fairs, speak to classes, and actively discuss careers and educational options in places where prospective students may live or work.
- Recruit through minority, community, professional, and social groups or organizations; churches and other religious groups; minority fraternities and sororities, minority alumni, and minority mailing lists.
- Characterize campus climate as inclusive.
- Actively search for problems or situations that might become problematic; early detection and attention can strengthen retention.
- Recruit Tribal leaders and family members of prospective and enrolled students as advocates for student success. If the family values education, retention increases.
- Offer summer programming so that students do not return home for any great length of time or conduct research while they are at home so that they finish their education.
- Offer alternative admission criteria for students with limited knowledge or skills in specific areas or low test scores. Rely on life skills and experiential learning as indicators of success. Solace, 1996, developed the [Noncognitive Questionnaire](#) for this purpose.

Common issues and barriers

- Academic unpreparedness
- Financial difficulty
- Absence of mentors and role models on campus
- Lack of adequate social and academic support
- Lack of diverse faculty and students
- Lack of professional networking opportunities

Strategies that work

- Programs that address students' needs for academic and career advising
- Programs that assist with making the social, intellectual, and geographic transitions to college
- Counseling
- Tutoring
- Academic support
- Career planning and placement services
- Increased cultural competency skills of academic advisors and faculty members

Utilize proven best practices

[Noel-Levitz](#) publishes expert research on recruitment, financial aid, student success, retention, marketing, communications, and professional development that are written in easy to understand language with colorful data tables. Recruitment studies indicate hosting campus visit days, mailing of publications, and sending admissions representatives to visit high schools are the most effective strategies. Retention studies indicate offering academic support programs as the most effective strategy.

Break the self-sabotage cycle

Use pass/fail grading for prerequisite and non-credit classes. Gradually decrease this comfort cushion after students have experienced some success. Keep the workload manageable. A heavy workload can scare students more than grades.



IV. Lack of staff, specifically certified counselors, experienced tutors, and effective mentors

Identify key personnel, alumni, and staff as advisors

Advisors are assigned at registration. Studies show that the earlier the intervention, the more receptive students are to accepting help. Most new students want assistance in developing an educational plan, learning effective ways to take exams, improving study habits, and receiving individual help with their math skills. Use these issues to open the door for individualized proactive initiatives. Students rate academic advising as the most important service a school can provide ([Noel-Levitz](#)).

Advisors provide mentoring, tutoring, and counseling services. Advisors can be anyone accessible to students and able to provide support, whether support is in the form of academic planning, course content tutoring, time management, notetaking, test-taking, or study skills training, family advocacy counseling, mentoring, or lending a sympathetic ear. Advisors need check sheets on which to report how often they meet with students, what they did, and how successful the attempt has been. Advisors must check with advisees frequently, at least once every two weeks, provide scheduled activities, and award successes with small personalized incentives (e.g., awards, certificates, medals, ribbons, small gifts).

Advisors should be encouraged to form cohort groups. Two or more advisors plan activities together and all advisees attend. Cohort groups encourage the family unit image and facilitate student exchanges of encouragement.

A liberal studies, English teacher was mentioned as an excellent person to lead the program at KBOCC. Her humanities class requires prerequisite study skills training in an innately logical and sequential, vocabulary-focused manner. Financial Director, Liz, and alumni, Gloria, were mentioned as promising advisors. KBOCC staff mentioned that good tutors not only help students learn the content and succeed in class, they also provide free “word-of-mouth” recruitment for the opportunities KBOCC makes available.

Students will often offer small gifts to their advisors, so a policy should be established. (Can advisors accept gifts? If so, how big can these gifts be?) Advisors volunteer their services in exchange for the recognition and personal satisfaction they receive. Flex-time should be granted to advisors. The National Academic Advising Association offers conferences, webinars, seminars, and institutes for administrators, faculty, assessors, and government personnel. Research and resources can be purchased for a nominal fee (approximately five dollars per item). This organization provides advisor training and would be an excellent organization for recruitment and retention personnel to join.

Purchase practical books

Use books that apply science rather than present scientific facts. Make learning fun. Use booklets and workbooks that explain difficult terms. Emphasize correct English in all writing projects across the curriculum. Field and lab reports will be easier to write.

Employ only quality faculty and staff

One of the greatest drawbacks to college success may be the constant turnover in staff. A quality staff translates into quality learning. It is that simple. Students struggle with plenty of personal issues. Just as children need to feel safe and secure at home, college students need continuity and a predictable environment in which to learn. Instructors overtaxed with extra tasks do not have the time and energy to devote to developing quality learning experiences. They will ultimately find a better position elsewhere. Students instinctively know who to trust among the staff. If students flock to one teacher and avoid another, you can be sure there is a definite reason. Pay quality instructors what they deserve and provide them with support personnel whenever possible.



V. Need for marketing, specifically an engaging brochure, family-unit image, television and/or radio advertising, and designing a new college logo

Communicate with the community

Share KBOCC's success stories through visual presentations and personal visits to area organizations (e.g., Lion's Club). [Pecha Kucha](#) is a highly effective presentation technique that appeals to everyone. The entire presentation lasts only six minutes and forty seconds. No more than twenty PowerPoint slides are prepared, and they are set to change at exactly twenty-second intervals. The presenter should NOT speak while the slides are shown, but music can enhance the experience. Pecha Kucha melds presentation with poetry; it is a very powerful way to share a message. Questions and discussion may follow. The best part is that a video version is small enough to run on a school's Web site.

Share exceptional student success stories with the public

Share stories like those of Jessica Kowawski and Joe Kurdish. Real-life, success stories inspire students to reach beyond their comfort zone and try new things. Share success stories during presentations, on public television, and through radio broadcasts. It was mentioned that the Saginaw Chippewa might be interested in sending students if they only knew about the college.

Employ catchy phrases in marketing materials

Reach out and grab a person's attention with phrases drafted during the meeting, or write new ones. Choose a phrase that is concise and sparks the imagination. Encourage the reader to want to know more about the college.

- Lost your job? Find a fabulous future at KBOCC.
- Ready for a change? KBOCC can make your dreams come true.
- Come home to KBOCC.
- Expand your horizons right here at home, KBOCC.

Combined with a quality photograph and Internet address for the college, a catchy phrase can reach students who don't even know they are interested.

It was suggested that Holmstead Printing is a local company that can print materials at lower cost than some of the shops currently in use by the college. Quality brochures and posters displayed in high traffic, public areas (e.g., library and fitness center) encourage wider distribution of the college's message.

Expand the Web site

Keweenaw Bay Ojibwa Community College (KBOCC) maintains an easily accessible and informative [Web site](#). Since the Internet is the first place many students look for information about the college, KBOCC might find it helpful to expand some of the following types of information on their Web site.

SUNY's Web sites offer an excellent model. [SUNY College of Environmental Science and Forestry](#) maintains a comprehensive admissions Web site as well as a [Center for Native Peoples and the Environment](#) Web site.

- [Undergraduate Admission](#)
 - [Freshman Entry](#)
 - [Transfer Entry](#)
 - [Degree Programs](#)
 - [Financial Aid & Scholarships](#)
 - [Rankings & Ratings](#)
 - [Frequently Asked Questions](#)
 - [Visit with us](#)
 - [How to Apply](#)
 - [Information Request Form](#)

The following items are commonly listed as critical information for any community college Web site.

- College costs including programs, lab fees, housing, food services, average books, career training and job placement services, counselors, tutors, advisors, and any additional costs that may be expected by traditional students
- Types of financial support available and applications, financial aid, scholarships, federal grants, etc.
- Program offerings, areas of specialty, and faculty bios
- Application forms and procedures
- Contact information to speak with knowledgeable admissions personnel
- Quotes from current students about their experiences (good and bad): socially, educationally, financially, and the impact of their experience on family life and their native communities
- Jobs available to program graduates and job placement services provided
- Visitation dates, times, and details
- Transportation between reservation and college, in college town, and around campus
- Mentoring and Native American support services



VI. Requirements needed for more long-term planning and dedication to increasing KBOCC enrollment, which requires an outreach budget for travel of recruitment and admissions personnel and strategic collaboration with school and career counselors on local and nearby reservations; in elementary, middle, and high schools; in area two- and four-year colleges; in area job placement and employment facilities; and those employed by regional forestry, water, and natural resource organizations

Form an advisory council

An advisory council offers a community college considerable leverage when negotiating with administrators and Tribal leaders. It is easier to convince funders of the need for something when an entire group of people agree. An advisory council consists of local and regional citizens who wish to help the community college and its students. Citizens volunteer their services in exchange for status and recognition. The University of California at Berkeley provides a useful model for a [Native American College Advisory Council](#).

Gain accreditation status

Accreditation will provide much needed support for college projects. The elimination of Tribal Council control is a key issue in the expansion of college enrollment and increased funding opportunities. Accreditation will pay for itself in approximately five to ten years. The best way to convince the Tribal Council that accreditation will help the Nation is to have an advisory council support this decision.

Share the success stories of students who received their education at Keweenaw Bay Ojibwa Community College and went on to benefit the Reservation in some way. Convince the Tribal Council that providing good jobs on the Reservation will keep intelligent and talented individuals local instead of driving them away in order to find work. Share quotes from prominent American Indian leaders about the value of education ([McDowell Report, 2001](#)). Since many Tribal leaders have no college experience, they make decisions based on inadequate data. Increased enrollment improves understanding of the opportunities a college offers to the community for current as well as future leaders ([Healy, 1999](#)).



Recommendations

The committee recommends adding a marketing objective to the Keweenaw Bay Ojibwa Community College Strategic Plan. The committee would like to increase the number of students enrolled from 75 to 100 students. They would like to increase full time enrollment from 20 to 50 students. KBOCC hopes to reach this goal by the fall term of 2010.



Actions

1. Establish a recruitment and retention budget.
2. Design a new college logo with a more realistic eagle.
3. Develop a quality brochure for recruitment purposes.
4. Make Pecha Kucha presentations to area schools, organizations, and companies.
5. Enter a KBOCC float in area parades.
6. Submit articles on KBOCC events to area newspapers.
7. Secure public radio and television time slots to increase awareness of the college.

Timetable

2008	August	Design
	September	Review and approve
	October	Print
	November	American Indian Science and Engineering Society (AISES)
	December	National Resource Management Agency
2009	January	High traffic local recreational areas (i.e., casinos)
	February	Tribal Timber Council
	March	Science fairs
	April	Area high schools
	May	Michigan Technical College and the Parade of Nations
	June	Area social gatherings
	July	4 th of July parade

The above schedule indicates that the first three actions be completed by October 2008 and the presentation be ready for use in the November 2008 AISES Conference. The float need not be ready until May 2009. Newspapers articles and radio and television spots can begin immediately. Personnel need to be assigned responsibility for these tasks as soon as possible.

Summary

The facilitator and consultant to Keweenaw Bay Ojibwa Community College would like to commend the Department of Environmental Science on its dedication to American Indian students and quality education. KBOCC has a great deal to offer the community. Recruitment was determined to be of primary importance at this time. When the community is made more aware of the wonderful opportunities at KBOCC, enrollment will increase.

Achieving accreditation status will enable the college to accept more non-Native students and additional Chippewa Tribes in the Keweenaw Bay area and upper Michigan peninsula. Marketing to a wider geographical area and in greater numbers will require budgets and personnel. Personnel do not currently have the resources they need to implement an effective recruitment and retention policy. Strategic goals and objectives vital to the success of a college require financial investment.

Recruitment strategies discussed:

1. Nurture a family-unit image of the college.
2. Recruit early.
3. Address health head-on.
4. Personalize recruitment practices.
5. Build a diverse student body.
6. Communicate with the community.
7. Share exceptional student success stories with the public.
8. Employ catchy phrases in marketing materials.
9. Expand the Web site.
10. Gain accreditation status.

Retention strategies discussed:

1. Explore new daycare programs in the area.
2. Assess local employment opportunities.
3. Require orientation and offer individualized student services.
4. Enable students to stay in the area.
5. Arrange local internships and establish feeder programs.
6. Embrace diversity.
7. Utilize proven best practices.
8. Break the self-sabotage cycle.
9. Identify key personnel, alumni, and staff as advisors.
10. Purchase practical books.
11. Employ only quality faculty and staff.
12. Form an advisory council.

A strategic plan for the marketing of college opportunities has been outlined. Action steps and an implementation timetable are provided. The college needs to assign responsibilities to ensure successful implementation of the recruitment plan. Action steps and implementation schedules still need to be developed for the retention plan.



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