



Presentation to Academic Planning Steering Committee

OFFICE OF THE VICE-PROVOST, STUDENTS

Vice-Provost, Students

Peter Hilton

Student Recruitment

Josh Keller

Registrar (Acting)

Marion Hannaford

Dean of Students

> Separate presentation to this Committee
from Christine Adam, Dean of Students



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ACADEMIC PLAN PRINCIPLES

Over the next five to ten years, TRU will work to establish itself as a Destination Campus for students nationally and internationally, by providing the highest standard of social and academic support in the context of:

- > Access for wide variety of students
- > Flexible and alternative learning models
- > Excellence in education



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DEAN'S GUIDING PRINCIPLES

TRU will be a Destination University for students and faculty who want to go far beyond conventional education boundaries to explore new ideas and understandings.

- > Academic culture .. promote interdisciplinary study
- > Internationalization countless opportunities
- > Campus and technology-mediated instruction ... at the forefront of redefined teaching



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QUESTIONS FOR US, IN MAKING THIS PRESENTATION TO
THE COMMITTEE

1. What, from our perspective, would be the academic themes, delivery modes and student services that would best align with our area?
2. What do we sense that students want from our university?



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**Establishing TRU as a “Destination Campus”
is a two-part process:**

1. Having the “product” that

differentiates us from other institutions.

aligns with what university-bound students want.

aligns with what the employment marketplace needs.



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PRODUCT =

Programs that are both different and in demand
(student and market demand)

Services that support/enhance/promote both social and
academic success.

Facilities including campus, instructional, technology, and
community.

Experiences as part of programs, services and facilities
that differentiate TRU.



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2. Having the “means” to:

Be superior in promoting our “product” to a national audience

Delivering on the “promise” of the superior services and experiences we say we offer.



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MEANS =

- > Institutional “Image Marketing” distinct from student recruitment
- > Student recruitment resources for national program recruitment & conversion
- > Entrance Scholarships/Awards that are competitive in market
- > Internal Admissions, Registration resources and processes that provide superior service
- > Academic Advising support appropriate to the size of the institution
- > Financial Aid & Awards that competitively reward academic success
- > Focus on “career” outcomes and supporting the next steps for students



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VISION vs PROMOTION vs BRAND

“You can’t differentiate yourself by stating what you hope to be in the future”

- > Vision statements cannot be made into promo ‘taglines’.
- > Vision statements are used to inspire people to join in pursuing in new and future endeavours.
- > Promotional taglines are meant to attract prospective students by setting a school apart from its competitors **based on what it can deliver now.**



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VISION vs PROMOTION vs BRAND

**“Our BRAND is what our students say it is,
not what we say it is.”**

Students & parents are saying to us:

- > Smaller and more personal is a much better university experience.
- > More structure is good, especially in the beginning.
- > Linkages to careers can't start soon enough.
- > Dual credentials, double degrees etc. are seen as career expanding.
- > Hands-on and other experiences that can be documented show ROI.
- > International experiences are desirable; perhaps should be required.



With regard to our “Product” and our Programs

Take into consideration that new student growth must come by attracting students living outside of Kamloops.

In understanding and accepting this reality, we must have an academic plan which recognizes that:

- We have little growth potential in our own backyard
- Our backyard is small
- We do not have a cost advantage over any of our competitors

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With regard to our “Product” and our Programs

Student growth = attracting students outside Kamloops.

Thus, we must have an academic plan that recognizes:

- We cannot easily attract students who are price-sensitive:
This makes attracting students from urban markets with multiple post-secondary choices more difficult
- We are thus more often competing for students from smaller schools and communities:
These students, including Aboriginal students, may be less confident (or prepared) to transition and succeed in university
They may also have financial limitations
They are more attracted to smaller institutions that offer strong support: both personal and financial



With regard to our “Product” and our Programs

Student growth = attracting students outside Kamloops.

Thus, we must have an academic plan that recognizes:

- Similarly, we cannot easily attract students who are not socially mobile
Students with personal, family or job commitments are not free to move
These are more likely to be students in older demographic groups: 25 +
- We do not yet offer students significant financial incentives
We cannot compete with institutions that attract the top 5% of high school graduates with financial packages and incentives that reward for top marks.

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With regard to our “Product” and our Programs

Student growth = attracting students outside Kamloops.

Thus, we must have an academic plan that recognizes:

- We must convince (sell) students to come here, as opposed to going elsewhere
 - We must be able to articulate the “experience” they can have here, which differentiates us from elsewhere
 - Then we must **DELIVER** on that promise.
 - Example:** BA in English: 12 options at 10 institutions in BC
 - Why TRU ?

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With regard to our “Product” and our Programs

Student growth = attracting students outside Kamloops.

Thus, we must have an academic plan that recognizes:

If they come here, the parental expectation is that they will be fulltime students, which can make the transition more difficult:

Parental expectations don't always match student reality

They may need more support to learn to manage course load and find success (or avoid failure) in Year 1

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With regard to our “Product” and our Programs

Student growth = attracting students outside Kamloops.

Thus, we must have an academic plan that recognizes:

We don't enjoy a “location brand” advantage; we must brand location ourselves as part of our “experience”

Kamloops is not a high profile destination

UBC has the advantage of ‘forcing’ students to go to the Okanagan

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With regard to our “Product” and our Programs

Student growth = attracting students outside Kamloops.

Thus, we must have an academic plan that recognizes:

We cannot yet win the “excellence” argument, and we should not try to compare (rank!) ourselves in this regard

We must sell the “experience” and the “success” of our students & faculty

Their stories will illustrate excellence based on results

.



With regard to our “Product” and our Programs

There is “limited to no” growth potential in existing programs that have limited capacity.

Adding 2 seats in each our 15 major diplomas = 30 FTE

(If they were all full !!)

Empty seats in limited capacity diplomas are lost FTE’s

(Do they need new life ?)

NEW programs with limited capacity, linked to market demand = defined growth & profile

Eg. Proposed RTIS Diploma (Science with DigiPen) = 30+ new FTE



With regard to our “Product” and our Programs

Both NEW and EXISTING programs with “defined/limited” capacity can create:

- Demand, by virtue of the perception of limited space (eg. AHT)

- New and greater demand by adding new options:

 - ARET/BTech (Dual Credential)

 - ARET/BSc –Arch (Australia) – International Dual Credential or double degree

- Niche markets, based on unique program awareness (eg. AHT)

- National reputation built on demand, uniqueness, outcomes and rewards



With regard to our “Product” and our Programs

The only existing programs with growth potential are the Big 4 + 3 degree programs:

Arts – Science – Business – Tourism

Fine Arts – Computing Science

Natural Resource Science

Every other TRU degree program (campus-based) has a defined capacity



With regard to our “Product” and our Programs

NEW and EXISTING degree programs with growth potential will attract new students if:

They offer unique and multiple options:

- Interdisciplinary (across degrees; between degrees)
- International (exchanges, courses, programs: eg. Int Relations)
- Double Degrees: domestic & international
- Dual Credentials (diploma & degree: International options for degree)
- Skill-based credentials within degrees (Certificates of expertise)
- Flexibility in course offerings and deliveries (hybrid)



With regard to our “Product” and our Programs

NEW and EXISTING degree programs with growth potential will attract new students if:

They offer unique academic/learning experiences

- International exchanges;
- Co-op; Research
- Hybrid courses
- Tri-semester structure
- Condensed formats
- Learning Communities



With regard to our “Product” and our Programs

NEW and EXISTING degree programs with growth potential will attract new students if:

They are connected to more clearly defined outcomes:

Pre-XXX Studies (eg. Pre-Education/Social Work/ etc.)

Pre-XXX Experiences that link students to professions

Pre-Healthcare

Pre-Grad School



With regard to our “Product” and our Programs

NEW and EXISTING degree programs with growth potential will attract new students if:

They offer superior service experiences:

Early Admission, and superior admission processes and service

Advising that provides clear direction, promotes success

Conversion and retention activities that deliver on the promise of service



With regard to our “Product” and our Programs

We MUST start tracking our graduates
and their successes
AND promoting our students
and their successes



Our Recommendations would include:

Invest in building both the “academic” and the “service” experiences that together constitute a complete and unique university experience. Admission and academic advising are integral parts of the initial experience that set the stage for academic and campus experiences.

Invest in telling the story of the institution and selling the “image” of our unique university experience through the success of our students/graduates and their connections to faculty, on a national level.



Our Recommendations would include:

Differentiate ourselves through several unique, market demand program options with superior academic and service experiences that establish the institution as a first-choice destination.

Differentiate ourselves through the experiences and the successes achieved by our students, not by trying to compare our levels of “excellence” with traditional universities.



Our Recommendations would include:

Invest in entrance awards and ongoing, success-driven, financial support for undergraduate university students, especially in our degree programs with “growth capacity” to reward success.

Define and determine what our objectives are in terms of the “right size” of our institution; what students, and how many of them do we want; what levels of support are needed to meet that level.



Our Recommendations would include:

Provide more structure for students, as they enter and during their first year of our core university degree programs; be more prescriptive in:

- Admission requirements that recognize excellence
- Course requirements in first-year or Pre-programs

Make learning how to take advantage of flexibility in course delivery and distance learning part of the initial year of university.



Our Recommendations would include:

Make all TRU degrees be TRU degrees: Most of our “OL” administered degrees can be completed in whole or in part on campus: we must be able to promote and deliver dual credential opportunities, and expand our transfer student market through seamless admission and advising, regardless of how students want to complete the degree.

Articulate ALL our degrees with college diplomas nationally and internationally (especially in the US); ensure students have the ability to apply and be admitted seamlessly, and that they know they have the flexibility to complete their degree how they choose – on campus, by distance, or combinations of.



Our Recommendations would include:

Make “international” experiences a component of every degree program in some form.

Create specific “International” degrees (or options) that relate to our global community:

Eg. International Relations Major in Arts and Business (as distinct from Int. Business); and a Minor for others.

Eg. An International Fine Arts degree with at least a year at one or more universities where Fine Arts can be studied in the context of the culture/economy/history etc. of that country or region.



Our Recommendations would include:

Promote greater involvement of faculty and program administrators in the recruitment, admissions and conversion processes, in co-ordination with Student Services and Student Recruitment.

Make market awareness and marketing planning, including resources to promote them, an integral part of all new program development.



Thank You for this Opportunity

Peter Hilton

Josh Keller

Marion Hannaford