

Recommendations to Task Force: what still needs to be done?
Admissions
November, 1996

I. Involvement of other campus constituencies in recruitment

A. Faculty

1. Visits to selected high schools while on sabbaticals
2. Visits to selected high schools when travelling to conferences
3. Inform Admissions about high schools with which you are already familiar; esp. any where you have good contacts already or that you know are "Antiochian" in values, outlooks, etc.
4. Participate in Admissions activities
 - (a) "Bridgewalks" at local or nearby schools
 - (b) Phoning accepted students and top applicants
 - (c) Guest lectures or presentations at Afternoon at Antioch or Visitor Weekend programs
 - (d) Letters re: specific majors to students who are interested or accepted in those areas
5. Have faculty contact secondary school teachers in related disciplines to establish relationships, inform re: student progress, etc.

B. Students

1. Greater involvement by different student groups (give tours, have phoneathons, etc.)
 - (a) Bonner scholars
 - (b) TWA and Undoing Racism
 - (c) Students from different majors
 - (d) Students from Unitarian/Quaker organizations
2. Have Co-oping students visit high schools
3. Have students visit high schools over breaks
4. Have students help develop some 'zines or other materials that can be sent to various student groups (e.g., students of color help develop information that addresses issues of concern to prospective students of color, etc.)
5. Have students help identify high schools and community organizations and contact people

C. Alumni/Parents

1. Develop a Parents' Network
2. Reach out to Antioch College alumni who graduated 1978 to 1982 (most likely to have college-age children)

D. Other Campus Departments (Administrative)

1. Develop letters/materials to be used in communication plan
2. Have information available early in order to provide to students as soon as possible
 - a. Housing information
 - b. Course information (class lists, time schedules, etc.)
 - c. Orientation information
 - d. Academic department letters
 - e. Letter/materials from Community Manager
 - f. Information re: academic/Co-op advisors

E. Work with other campuses

1. Help with area receptions
2. Help identify high schools to visit or contact
3. Have information and materials to display on their campuses
4. Encourage their children to consider attending Antioch College

II. Determine what types of students to enroll

A. What is the desired campus mix?

1. first-year/transfer
2. particular majors?
3. geographic distribution (students are attending schools closer to home; this may help with retention also; faculty and others associated with College seem to like having a "national" reputation)
4. international students?

B. What policies/programs will help us attract and keep these students?

C. Do our admissions standards reflect the type of institution we want to be?

1. no required curriculum
2. no required test scores
3. some people want us to be seen as more selective--is this how we want to be viewed? If so, need to become more selective in light of those who define such things (i.e., Barron's, Peterson's, etc.)

III. Stop hemorrhaging students

A. Improve quality of student life and learning

1. this will help improve retention
2. improvements in retention figures will help improve recruitment

B. Identify and address gaps in the academic program

C. Identify and address problems with the Co-op program

- D. Identify and address student life issues
 - 1. residence hall conditions (hot water, phones, furnishings, etc.)
 - 2. continue to improve civility and respect on campus; safe and comfortable environment for all
- E. Improve physical plant and technology resources that impact student learning
 - 1. Library (roof, on-line services)
 - 2. Internet connectivity
 - 3. Overall appearance of physical plant
- F. Find ways to help fund Co-op (travel, etc.)--it's an expensive program and many students fear the extra costs involved
- G. Data about current students
 - 1. need to use data we have already collected and analyzed (prior iterations of these focus groups, etc.)
 - 2. need to be able to use data we have collected (but that hasn't been analyzed)
 - (a) ASQ data from Fall, 1996
 - (b) NLI data from Fall, 1996
 - (c) Other data reports (was the SSI fully analyzed?)
 - (d) information about students of color, etc.

IV. Find ways to tell the Antioch story

- A. Where are our graduates? What are they doing?
 - 1. no data to provide to guide books, parents, students
 - 2. hard to profile outstanding recent alumni
 - 3. how do we demonstrate how well the Antioch educational model works?
 - (a) this model is risky--need to show that it works
 - (b) use this information to leverage other funds (e.g., MacArthur, etc.)
- B. Need more PR
 - 1. need consistent stories about faculty, students, etc.
 - (a) faculty presentations, awards
 - (b) what students are doing on Co-op
 - 2. not just react to other news stories, but get out in front and create the image (don't let others create us)