

Improving Success of Private Language School Pathways

ALGONQUIN
COLLEGE

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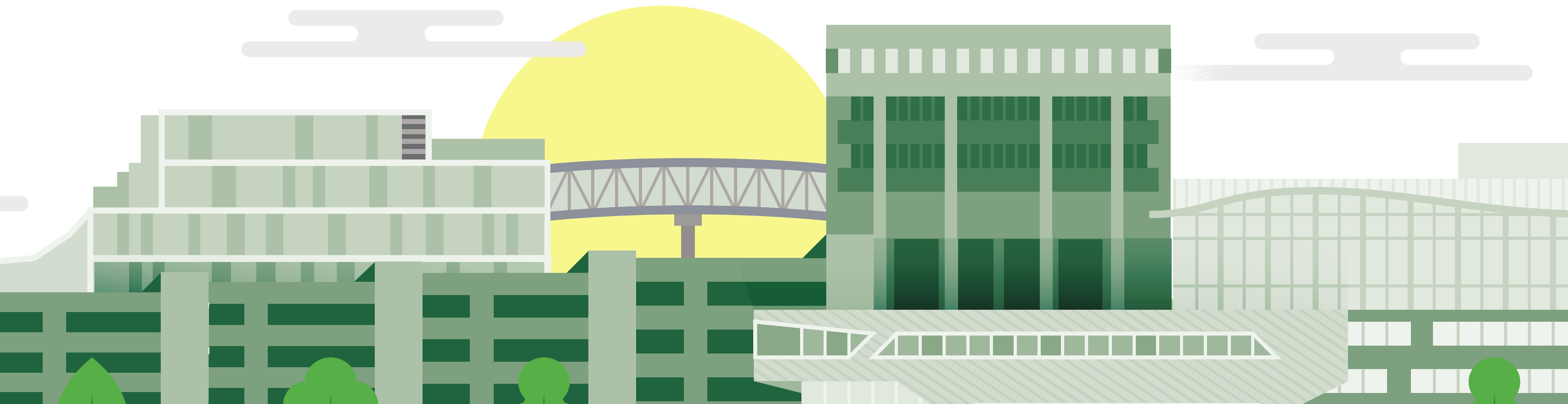
Opportunities increase when you help others win. A little win for a partner is a little win for you.

Author - Unknown



Friendly raise of hands...

1. Raise your hands if you are from a Language School
2. Raise your hands if you are from a Post-Secondary Institution



Agenda


Today we are going to talk to you about our:

- Dilemma
- Analysis
- Solution
- Processes

- We will then open the floor to discussion from the audience participants to see if we can glean how and in what ways post-secondary and Language schools can better cooperate.



Our Dilemma...

- A handful of existing agreements signed, mostly out-of-date and needing renewal
 - Rests with Marketing/Recruitment
 - No mechanisms for tracking contracts or students
 - Minimal assessment criteria for partnership development
 - Site visits for informational seminars often talked about but never scheduled
 - Frequent interest in developing new pathways with unclear and very informal approval processes
 - Overall success in recruiting students minimal
- 

Our Analysis

- Evaluated whether we wanted to expand or phase out language pathways: are they aligned with our overall Strategic Plan? *Yes! Yes, they are.*
- Identified that a formal process for treating pathway requests was needed
 1. Formal assessment and validation of language programs was needed to open up programs for application and meet our admissions requirements
 2. Set of criteria starting with Languages Canada certification needed establishment
 3. Mechanisms to track performance and ensure quality, as well as develop relationships to maximize results

Our Analysis

- Existing pathway review in process
- Tagged on framework for language schools
- Adjusted and tailored specific needs of language schools
- Aligned it with institutional
- Established new process for signing language pathway agreements



**Developing a Defined Process for
Developing New Incoming and Outgoing
Transfer Agreements**



Our Solution



1. Process development.
2. System for tracking and monitoring.
3. Metrics for performance tracking.



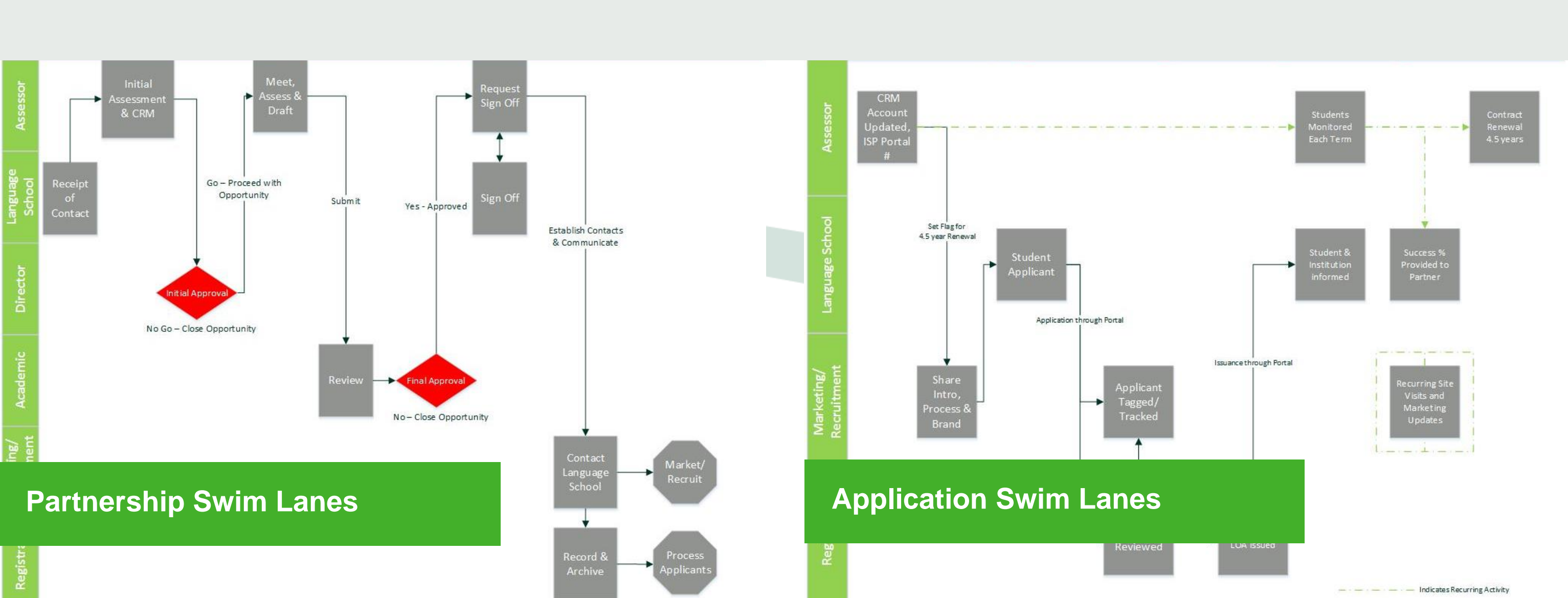
1. Onboarding of Managers, Registrar and Vice President Academic.
2. Internal training of recruitment, admissions, and partnerships.



1. Creation of communication, assessment, and contract templates.
2. Leverage existing Online Application Portal.

Our Processes

Clearly defined and easy to follow...



Our System – From the Start

CONTACT REQUEST FORM

Salutation: --None--

First Name: []

Last Name: []

Institution / Company: []

Position/Title: []

Address: []

City: []

Postal Code: []

Country: Canada

Province / State: []

Email Address: []

Website Address: []

Phone Format example: India +91 ## ## ## ## ##

Telephone Number: []

How Can We Help: --None--

Region: --None--

Start Date: --None--

Submit

Online Partnership Request Form



ALGONQUIN COLLEGE International Education Center

Search... Search

Steven Wood Setup Help & Training INT Partnership

Home Leads Accounts Contacts Opportunities Reports Dashboards Campaigns +

Generic Language School

Hide Feed

Post File Thanks More

Write something... Share

Followers

No followers.

Show All Updates

There are no updates.

Back to List: Accounts

Contacts Opportunities Partners Open Activities Activity History Notes Files Notes & Attachments Survey AC

Account Detail Edit Delete Sharing

Account Name	Generic Language School [View Hierarchy]	Account Owner	Steven Wood [Change]
Type	INT Partner	Website	http://www.generic.com
Phone	(555) 555-5555	Parent Account	
Account Email	gls@languageschool.com	Pathway	ESL Pathway
		Account Number	

Address

Billing Address: 221 B Baker St, London Middlesex N2T 2L9, United Kingdom

Map showing location near Regent's University London and The Sherlock Holmes Museum.

Chat

Account and Queue-ticket Creation

Qualifications: Language Pathway Developer

- Experience teaching second language an asset;
- Familiarity with curriculum design and structure;
- Ability to benchmark students' proficiency against systems of reference;
- Strong knowledge of standards of reference – CLB, IELTS, TOEFL, CEFR, etc;
- Experience using a Customer Relationship Management System (CRM) an asset;
- Strong understanding of admission policies and procedures;

Partner Assessment Criteria

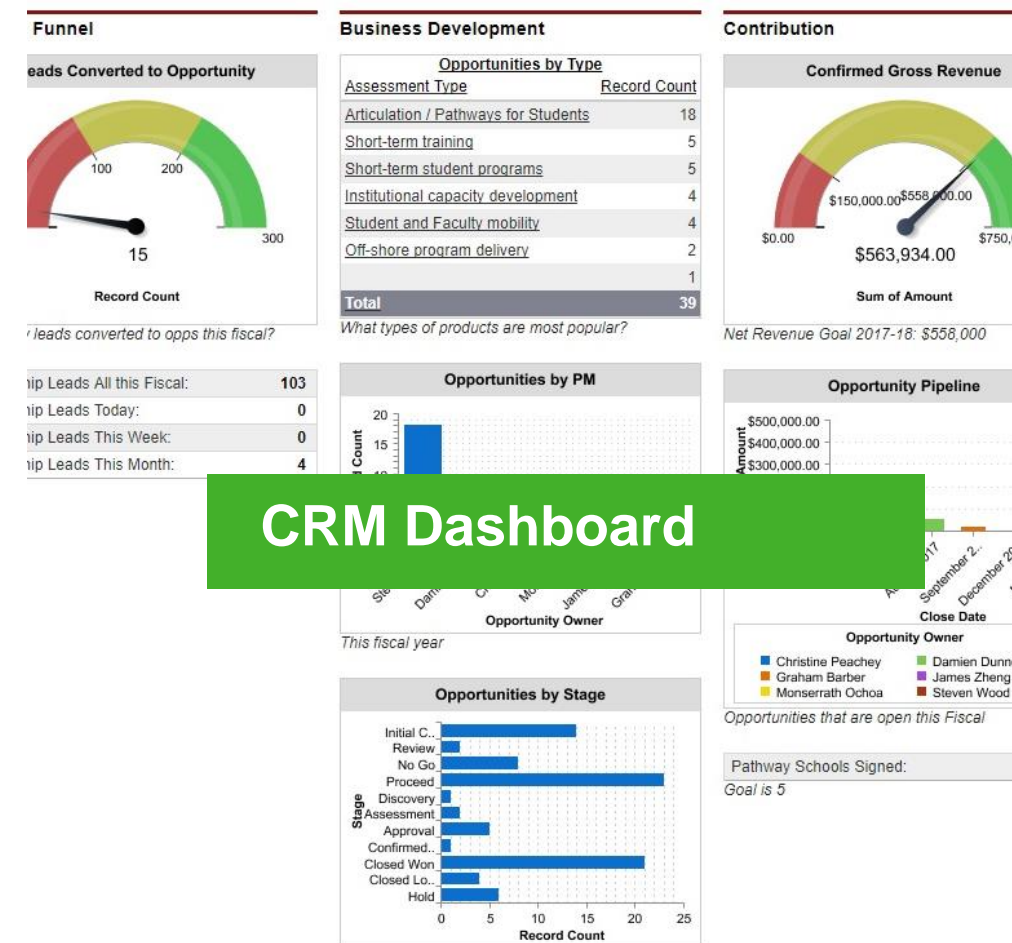
	Assessment Item	Questions' Aim
Academic	Type of curriculum structure	Is the program designed around an integrated pedagogy, discrete skills or mix mythology? Is it ESL only or are there EAP components?
	Length of study measured against system of reference	What are the course/program hours compared to length of time measured against system of reference?
	Average language proficiency of graduates	At what proficiency(ies) are students exiting the program?
	Program/course learning requirement mapping	How do the course/program learning outcomes align with systems of reference
	Review of students work	Do students' exemplars of work, both passing and failing, accurately reflect stated exit level?
	Assessment of academic reputation of sending institution	What are the online reviews of the institution reporting? What can the online community reasonably tell us?
	External accrediting body(ies)	Is it accredited by Languages Canada and/or any other accrediting body?
Strategic	Primary recruitment markets	Where are your primary markets and how does it contribute to strategic enrollment management?
	Projected/potential # of transfer students	From a business point of view, would the estimated applications be high/med/low?
	Existing pathway agreements with other Canadian Colleges/Universities	Are there many other pathway agreements in place and how may this affect this agreement strategically?

Our Reports

1. Capable of tracking applications;
2. Ability to track student success in programs of study
3. Capable of assessing quality of partnership, i.e. student success and actual utilization of pathway

C	D	E	F	G	H
First Name	Contact: Last Name	Citizenship	Admission: Admission Name	Program Type	Admission: Created Date
[Redacted]	[Redacted]	Brazil	AA-000029268	Both Academic Program and EAP	03-11-
[Redacted]	[Redacted]	Saudi Arabia	AA-000034855	Academic Program	06-02-
[Redacted]	[Redacted]	Pakistan	AA-000015846	Academic Program	16-03-
[Redacted]	[Redacted]	India	AA-000015847	Academic Program	16-03-
[Redacted]	[Redacted]	Pakistan	AA-000016191	Academic Program	23-03-
[Redacted]	[Redacted]	China	AA-000019693	Academic Program	02-06-
[Redacted]	[Redacted]	Pakistan	AA-000019801	Academic Program	05-06-
[Redacted]	[Redacted]	India	AA-000020902	Academic Program	28-06-
[Redacted]	[Redacted]	Saudi Arabia	AA-000021813	Academic Program	18-07-
[Redacted]	[Redacted]	Iran	AA-000031814	Academic Program	18-07-
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	20-09-
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	07-11-
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	30-11-
[Redacted]	[Redacted]	China	AA-000030871	Academic Program	30-11-
[Redacted]	[Redacted]	Korea South	AA-000032733	Both Academic Program and EAP	05-01-
[Redacted]	[Redacted]	Iran	AA-000032734	Both Academic Program and EAP	05-01-
[Redacted]	[Redacted]	Iran	AA-000033301	Both Academic Program and EAP	15-01-
[Redacted]	[Redacted]	Iran	AA-000034157	Academic Program	29-01-
[Redacted]	[Redacted]	Argentina	AA-000012649	Academic Program	19-12-
[Redacted]	[Redacted]	France	AA-000015000	Academic Program	00-00-

CRM Report



CRM Dashboard

Communications & Scheduling

- Automated announcements of events, new programs and College activities
- Communiques to schedule site visits
- Reminders to renew agreement
- Reports on student success back to language school

(Some of which are still in development)



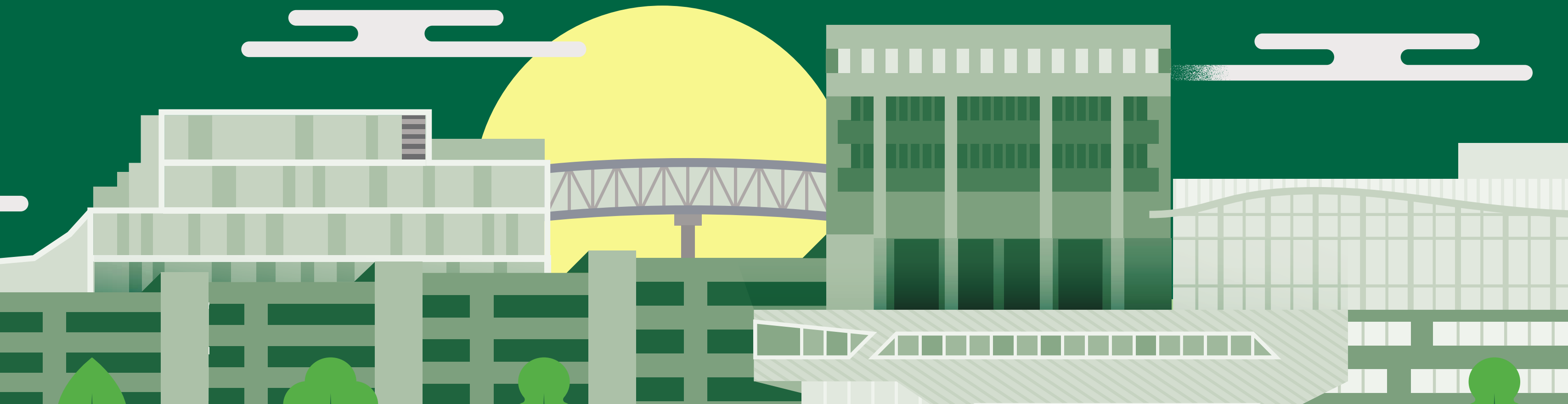
Automated Communiques

Algonquin College Winter Open House 2018 - Ottawa Campus
Saturday, January 20th, 2018
9:00 a.m. to 2:00 p.m.

Reflection Questions:

What benefits/
challenges do
language schools pose
for post secondary?

What benefits/
challenges to post
secondary institutes pose
upon Language
Schools?



Benefits of Private Language School Pathways to Post-sec Institutes

- Students already acclimated to culture
- More experience with Western educational norms; fewer “jumpers”
- Students receive support from the partner schools for application and orientation
- Less costly recruitment activities
- Promoting Canada as a study destination as a unified group across sectors
- Leverage the partner school’s resources for marketing, recruitment and support

Challenges of Private Language School Pathways to Post-sec Institutes

- Quality assurance for academic admissions and standards;
- Tracking and monitoring, both for enrolment and student success;
- Different registration processes

i.e. timing of application in queue, admissions backlog, agent fees.

Thank you for your patience as we improve our systems!

Challenges of Post-sec Pathways to Private Language School Pathways

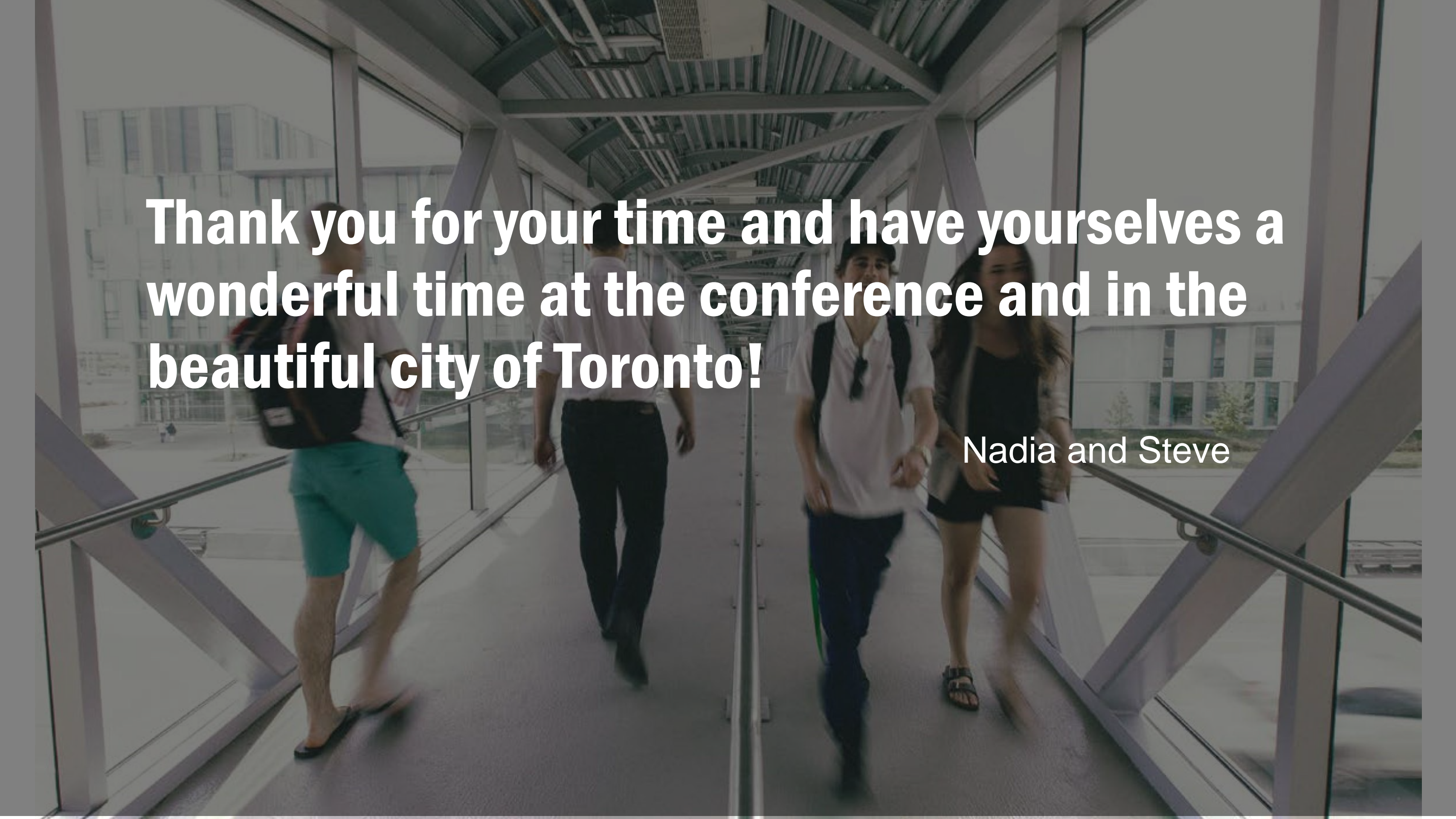
- Let us know your challenges!



Let's talk about agents in the mix...

- Post sec institution want to have a relationship with the agents too
- When should an agent be paid? What services or added value do they bring?



A group of four people are walking on a modern, glass-enclosed walkway. The walkway has a light-colored carpet and metal railings. The background shows a cityscape with buildings and a clear sky. The text is overlaid on the image in a large, white, sans-serif font.

Thank you for your time and have yourselves a wonderful time at the conference and in the beautiful city of Toronto!

Nadia and Steve