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Somali National University

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Somali National University
Final Capstone Project
Clark University
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Executive Summary

The executive summary presents an overview of the principal conclusions and recommendations for Somali National University Faculty of Education (FoEd) regarding the following concerns:

- Difficulty with recruiting high quality prospects to the FoEd;
- Ineffective and counterintuitive use of social media as a tool to improve brand equity, as well as as a tool to attract and communicate with prospective and current students;
- Unbalanced gender ratio of current student body;
- Absence of student services and student supports;
- Low student retention rate;
- Limited resources for academic advising;

This document is the result of a Clark University School of Professional Studies Capstone Project. The project was accumulated through weekly meetings and three months of analysis, research, and planning. This included virtual meetings with our client, the Dean of the Faculty of Education at Somali National University, Fouzia Warsame. As well as weekly meetings with our advisor, Richard Aroian. We also had a meeting with Tristan Deveny of Clark University Admissions Office. The project was completed by a group of six graduate students. These conclusions and recommendations are outlined in greater detail in the full report.

In an effort to meet our client's unique set of goals we:

1. Designed a social media strategy for SNU Faculty of Education (FoEd) to improve the FoEd's social media presence and for the FoEd to connect with prospective students and their parents.
2. Designed a mock web page for SNU Faculty of Education using best practices in web design. A friendly to use website, with pertinent information about the FoEd can serve as

an effective tool to recruit potential students and to provide a more intriguing introduction between the school and prospective students and their parents.

3. Reviewed the literature on effective use of social media as recruiting tool as well as analysed the trends in usage of social media in our client's region.
4. Created a Facebook page for SNU, and created 10 research informed example posts of effective social media usage.
5. Reviewed the literature on causes of student retention, as well as relevant theories of student retention, and model retention initiatives to inform our recommendations of retention programs to the FoEd.
6. Formulated a list of suggestions for retention based on exemplary programs that the SNU Faculty of Education can emulate with little effort.
7. Recommended seven initiatives utilizing existing resources.
8. Recommended three initiatives that require additional resources.

Our Findings:

- There are four key trends that go into positive usage of social media:
 1. Partnership with either other Universities or the government.
 2. Career development or learning opportunities for students beyond the classroom.
 3. Regular updating of general information for students on social media.
 4. Including photos in posts.
- Recruitment requires a choice in what you are studying, and utilizing faculty as student support services.

Our Proposal:

1. Create a Faculty of Education specific Facebook page and connect its posts to the University's Facebook page in order to appeal to students already interested, and to a larger student population.
2. Start an engaging social media campaign that articulates the value of a career in education.

3. Market to prospective students through social media that they will not just receive an education, but an exceptional life experience.
4. Remind students to show the posts to their parents, who are the key decision makers in the university decision-making process.
5. Start a hashtag to allow students to unite their experiences at the university.
6. Post links to articles written about the university.
7. Encourage a sense of community between students and the faculty.
8. Update the current curriculum
9. Improve student support services to improve student success.
10. Set high academic ambitions for student so as to to foster a strong academic community.
11. Start a faculty-led peer mentorship.
12. Start a student-student peer mentorship
13. Invest in lecturer training so as to provide students with engaging and collaborative learning classrooms.

By implementing our recommendations, SNU Faculty of Education has the opportunity to improve retention by at least 20% within two years. In addition, we foresee an improvement in engagement and brand equity with the implementation of our social media and website design recommendations.

Chapter One: Introduction

Background

Somali National University (SNU) is currently the only publicly funded higher education institution (HEI) that provides free, quality education to Somali nationals. SNU has an illustrious history. It was an extension of the higher institution of Economics and Law created by the Italian colonization, and was officially renamed in 1970. Prior to its closing in 1990 due to the protracted civil war, SNU had 7,500 students enrolled in 11 different faculties. The university has educated thousands of students. It has produced future leaders including Somalia's recent president Hassan Sheikh Mohamud.

Private universities filled the gap left by SNU when it closed in 1990. A report on "The State of Higher Education in Somalia", which investigates the performance of Somalia's private universities, reveals that the absence of a regulatory and a standard setting body has resulted in substandard education in which students graduate with inadequate skills to apply in the local job market (Mohamed, 2016).

The cabinet approved a federal government plan to reopen the Somali National University in 2013 and the Federal Government of Somalia (FGS) reestablished the Somali National University at a meeting of the Board of the university in 2014. SNU's Faculty of Education has been restored and was supported by the FGS in 2014.

SNU's Mission:

“The Somali National University’s mission is to acquire and improve the quality of national education that promotes knowledge, research and technology transfer so as to produce the necessary trained work force for the country.”

Vision:

“The vision of Somali National University is to establish an affordable and equitable world class public education that generates well-trained professionals to meet the socio-economic and technological needs of the country.”

SNU Faculty of Education stemmed from the National Teacher Education Center in 1963. The university’s Faculty of Education became a four-year school in 1983. The Faculty of Education’s objectives were to partake in the:

“Training of post-secondary students to teach in secondary schools and Grade II teacher training colleges, retraining of teachers for improved competence for teaching in secondary schools, [and] academic training in all subjects taught in secondary schools” (College of Education Catalogue).

SNU Faculty of Education has the exceptional responsibility of being a leading institution in the preparation of education professionals through outstanding teaching, scholarship, and leadership to enhance the future of coming generations.

Problem Analysis

On its webpage, SNU lists five objectives in order to achieve its mission and vision:

1. To develop a world class public University that contributes to the attainment of rapid development and quick transformation of every aspect of the social life.
2. To produce sufficiently trained professional workforce that satisfy the professional need of the country in the field of socio-economic development, science and technology.
3. To advance knowledge by exploiting the technological progress and advancement of the science so as to spreads the benefits of scientific knowledge to the society.
4. To advance economically and socially relevant research.
5. To participate in, through research, academic debates and scientific conferences, for the enhancement of the public administration.

However, SNU's objectives are unquantifiable. These objectives are not time bound, so it is difficult to ascertain progress toward them. Furthermore, no specific measures of progress is provided.

There are several specific problems that SNU Faculty of Education is facing. First, student retention rate is low under the current circumstance; Social media has not been fully used to effectively market the school, or used effectively in attracting potential students to choose the Faculty of Education. The Gender ratio is extremely unbalanced on the campus, males greatly outnumber female students ; students and their parents select the FoEd as a safety choice. Campus events are not abundant enough, and resources for academic advising requires

growth and better coordination. Finally, financial aid is not available on need basis nor on academic achievement basis.

Since this capstone team cannot physically go to Somalia to observe the situation and interview the staff and students for more details on SNU, we developed researched supported recommendations and initiatives for our client to execute in order to attain their objectives. Specifically, we have made suggestions for the SNU Faculty of Education (Faculty meaning Department).

Project Overview

Our capstone project intends to clarify the issues that SNU Faculty of Education (FoEd) is facing, and to provide strategies based on reviewed literature.

Through a review of the literature and social media reviews, we have developed suggestions pertaining to the FoEd's specific needs. In the report, we designed a social media strategy for the FoEd so that they are able to utilize their social media platform more effectively and efficiently to re-brand themselves, and appeal to prospective students. We also re-designed a web page for SNU FoEd to attract new students and build a stronger connection with those already attending. Lastly, we provided retention programs the FoEd can implement with current resources and initiatives that require new capital.

Chapter Two: Methods

General Organization of Understanding Strategies

In this section, we discuss in depth our conversation with the client to understand the problem(s) the client was attempting to tackle. Also, we share our conversation with a marketing administrator in the marketing department of Clark University to effectively ascertain marketing strategies for student recruitment. Our project came with many challenges. The obvious challenge was that the fact that none of us would be able to actually go to Somali National University, nor were we very knowledgeable about Somali culture and students' circumstances. To combat our limitations, we sought knowledge from outside research, and our client, Dean Warsame.

Meeting with client, Fouzia Warsame, Dean of Faculty of Education at SNU

Our first meeting with Dean Warsame occurred via Skype. In the first meeting, she gave us a context of the University and a deeper understanding of the special challenges of higher education in Somalia. Such challenges include shortage of qualified lecturers, shortage of functional equipment and facilities, lack of formal partnership with private sector, and a lack of appreciation for education studies in the region, with most students aspiring for technology and business degrees.

We learned that Dean Warsame deeply cares about the quality of educators in the country.

She wants to advocate for the profession more than anything else. She wants to convey that a career in education is a reliable and dignified career option, and necessary to the growth of Somalia. She desires for Somalis to see the shortage of qualified teachers as a national crisis that requires immediate action. Her sincere appeal reminded us that this project could potentially serve as a small contribution to Dean Warsame's bigger aspirations for rebuilding public higher education institutions in Somalia.

One aspect we needed to understand was the admission policy of the institution. To gain acceptance into SNU, students need to get an authenticated diploma of completion of secondary education from the Ministry of Education (MoE). Prospective students are then given an entrance exam test. Those that perform high are given priority in choosing their preferred faculty of study. The remaining students are offered seats in available faculties/departments. We learned that few students self-selected into the Faculty of Education (FoE) as the perception of the value of the degree is low. The client is concerned that student quality and satisfaction is in jeopardy if current trends in enrollment practices and attrition continues. Furthermore, the quality of future teachers may be jeopardized if the faculty is unable to recruit the best and brightest prospects to the program.

SNU is tuition free. However, there is a service charge of \$250. The costs of the program at SNU FoEd calculates to approximately \$20 per month or 60¢ per day. It is approximately half the cost of a private education in the region. Students that are unable to afford one time payment of the service charge are provided with an installment option. The FoEd currently doesn't offer any need based aid.

Our client had taken steps to counteract the trend of low enrollment and high attrition. Entrance exams for the FoEd were provided two weeks earlier than other Faculties. Public announcements were made on Television and radio by the Ministry of Education on behalf of the FoEd. FoEd representatives met with parents whose children did not receive a seat in their preferred faculty to discuss the benefits of joining the FoEd. Collectively, these efforts resulted in the recruitment of seven new students.

One of our team members has had follow up meetings with Dean Warsame to discuss topics pertinent to the project. The last meeting he had with Dean Warsame was on March 31st 2017. In that meeting, we learned more about the academic structure of the organization. There are formal learning communities in which cohorts are divided by their focus of study. The client expressed an interest to amalgamate core classes so as to increase interactions between divisions with the FoEd.

Students' academics have improved from prior years, however the client was unable to point to a particular reason for these improvements. The formation of more informal study groups and students staying after school is a suspected factor. Dean Warsame explained the current system of identifying high risk students. "We have a system. If a student fails a course, he has a chance to re-exam. He can do the re-examination before the next study period starts. This helps us track who needs to retake the exams. Also, after midterm, we tally all their [the students'] work, then we recognize students who are at risk. After final exams, we tally the results again. Within a week [of students having completed their final examinations] we contact students that fail. They [students that fail] are given two chances to pass their exams. [If they are

unable to pass their outstanding exams] they can restart the classes or leave” (Fouzia Warsame, personal communication, May 31, 2017).

We also learned that there is no formal student advising at the FoEd currently. The administration encourages teachers to be more than lecturers and for teachers to bond with students and ensure that students are safe. “Sometimes [professors] play the role of father figure... some of the teachers are close to the students”. Dean Warsame acknowledges that though there are “no formal social counselors in place to help students cope with environmental stressors... their [students’] relatives are dying.... Yet they are troopers, they still come to class, they are smiling, and they are trying to have impact by collecting money for relief [efforts]” (Fouzia Warsame, personal communication, May 31, 2017).

Our meetings with Dean Warsame have given us better understanding of the context in which she works and the critical nature of this project.

After our meeting with Dean Warsame, the team had a basis of understanding for the University and Somalia’s needs. From there, we were all able to utilize outside research of best practices for retention and recruitment to create quality content and suggestions that were personalized for SNU’s situation. Research in student retention has shown that effective retention programs are multifaceted. Successful retention initiatives are student centered, are design to benefit all students, and create a communal academic and social environment. We used insight from theoretical and empirical research in student retention to design our recommendations for our client. For the aspect of social media in Somalia, we desired to create content that was similar to neighboring Universities. Analysis of University posts from Somalia,

Kenya, Uganda, Namibia, and Ethiopia gave us a look inside Facebook business culture in the region.

Meeting with Tristan

We chose early on to analyze social media activity of universities outside the United States. Most institutions in the United States have far more resources, as do their students, and have been established for decades, rather than a couple of years. For these reasons we deemed it more appropriate to analyze institutions near SNU. However, we chose to sit down with one member of Clark University's Admissions office to gain insight into best practices for institutional recruitment. These suggestions gave us long term suggestions for SNU. Tristan Deveny is an Associate Director of Admissions for Clark University, and spoke with two of our members about the value of personalized recruitment strategies.

Although many of Tristan's strategies would require more resources than SNU currently has, his ideas could still be utilized with modifications for the University. For example, when Clark has a student they can tell is engaging a lot with the University, they will send a personalized video to the student from someone in the admissions office. While SNU may not be able to do this, what they could do is send quick, personalized letters from students currently in the program, or invite them onto campus to have a meal with a current student. Tristan also spoke about "takeovers" of Clark's Snapchat, where a current student would get access to Clark's pages, and get to post about their experience. Although the idea may not work well for SNU, what could be used is a video of students talking about why they love being part of the

FoEd. It could be considered a “takeover” of their Facebook account, where students are in charge of the content in a similar way as the classic “snapchat takeover”.

Finally, Tristan had good points about how to engage students once they are accepted. His main suggestion was through creating a Facebook group for students, and another one entirely for parents. This is a perfect idea for SNU FoEd. One of FoEd’s biggest challenges is that students drop out almost immediately as they do not see the value in a career in education. Most of the time, it was not the field that they had desired to go into in the first place. Also, parents are often the ones who choose what their children should study. If each had a Facebook group, there could be posts made about why education is a valuable and respected field to go into. That way, students and their parents could ideally be swayed to stay in the FoEd. Also, an opportunity to speak with their future peers will ideally get them more excited about being in the classroom together.

Our meeting with Tristan provided valuable advice on how we can support SNU FoEd further. Through this meeting, we were able to strengthen our recommendation section to reflect some of the best practices utilized by an American university. Hopefully, these suggestions will help the university see more students joining and staying in the FoEd.

Our Group Meetings

Capstone meetings were an important and necessary part of our Capstone project. At our first meeting we planned to conduct regularly scheduled meetings two times a week. There were three different types of meetings. Thursday meetings were from 4:45pm until 5:30pm were with our advisor Richard Aroian. Monday meetings were from 4:30pm until 5:30pm. Only

student members of this capstone attended the Monday meetings. There were also our occasional meetings with the client.

During Thursday meetings we would present our updated results to our adviser and receive feedback on our work as well as advice regarding on the next steps in our project. During Monday meetings we would discuss our parts, sharing our visions for, and experiences with, the project. The additional meetings were organized to make conference with the client, Dean Warsame, at suitable times for her to discuss her expectations from our work and receive valuable, first hand information to understand the task correctly and evaluate the methods and ways to meet the client's requests. All the meetings were highly valuable because they allowed us to share ideas and progress further with our project.

Here are the most significant advantages of our capstone meetings:

1. Information Sharing

A key advantage of the capstone meetings, from those held within the team to meetings with the client and the advisor, is that it provided an opportunity to share information.

This was as simple as sharing updates on our work or recognizing new complex issues, such as the difficulty to organize communication processes between us and departments of SNU. Moreover an actual meeting pinpointed a time and place to have in-depth discussions without other distractions or work getting in the way.

2. Encourages Teamwork

Capstone meetings were the perfect environment for encouraging teamwork. It provided a forum with which to set team goals and brainstorm ways to meet them, considering input from everyone in the meeting, versus just one person. When the meeting was

between the client and our group, the teamwork was in the form of feedback, when the client suggested certain things, to which we responded and went back and forth in a dialogue until a consensus was reached.

Chapter Three: Social Media Strategies

Social Media Recruitment Literature Review

As part of our proposal to increase the recruitment of students at Somali National University FoEd, we are encouraging the Faculty of Education to start an active social media campaign. “Brand” is a common theme amongst researchers looking at the use of social media as a recruitment strategy. The development of an organization’s - or in this case, a university’s - brand allows potential employees or students to connect to the institution and decide if the culture and the institution's goals match their own. By building the brand of the institution on social media and utilizing the idea of a social media campaign in order to portray the appeal of the institution, students will receive prompt clear messages.

Around the world social media is becoming a primary tool to get the attention of the public and to reach an organization’s target audience efficiently and cost-effectively. Organizations are currently increasing their presence on social media exponentially in order to recruit more interested and qualified candidates. Universities, like other organizations, can also utilize these tools to find students who are interested in the area of study being advertised and who connect to the culture of the faculty itself. Madia (2011) explains that “if you opt for Facebook and Twitter, these pages should reflect and align with your overall corporate image” or in this case, the image of SNU’s Faculty of Education. It is important to note that “many companies are posting top positions within a corporate blog with a link to the company’s Facebook page...[and] while these efforts might be specific to recruiting, they come with the

added benefit of shaping a broader corporate footprint in the digital space” (Madia, 2011).

Although in the context of a corporate organization, this also applies to university Faculties, and the need for these Faculties to market themselves and their brand in the social networking sphere. Utilizing social networking sites for the purposes of recruitment works to not only obtain more interested students but it also constructs the brand and culture of the faculty. These two elements, recruitment and branding, go hand in hand.

Broughton (2013) on effective use of social media as a recruiting tool explains that “social media potentially offers speed, efficiency and the ability to target and attract specific, particularly apposite candidates in the recruitment process”. For potential students, the online presence of a university offers a more realistic view of what the culture of the university is and also what the goals of the university are. It also gives students the opportunity to connect directly to the university, to ask questions and obtain a more personalized explanation of the faculty and the benefits of studying in that field. “The rise of the internet has revolutionised the way in which individuals communicate, both privately, and increasingly with one another and with organisations in a work-related context. Some research even suggests that “...employers are under pressure to embrace this trend in order to stay up to date in their recruitment practices” (Broughton, 2013). In other words, the majority of the population has some access to the internet and social media, and this has drastically changed the way that individuals communicate with potential organizations in terms of career searches, as well as potential universities and faculties.

The brand of an institution, also known as the image, goes a long way in either attracting or deterring potential students from wanting to apply to particular faculties. It is the image that the university puts out to the world that implies what that particular school or faculty has to offer

its students. Research has shown that many organizations are unsure of how to actually manage their social media campaigns. “The higher education sector is no exception, with confused social media campaigns and misaligned strategies which ultimately hinder the potential for cultivating relationships with potential students”, Rutter (2015). Rutter (2015) is arguing that if a social media campaign does not align with the desired image or brand, or proper branding is not be executed, then the organization will lose the interest of potential students, or - in the case of SNU - obtain students who do not actually want to commit to the program. “As well as building a connection with user's, brands must also foster a sense of belonging through interaction and engagement, where engagement can take the form of content which tailors to specific groups of users, for example, prospective students” (Rutter, 2015). By creating an image that makes the university appear welcoming and encourages a sense of community, the school sends a message to students that indicates that they are not only going to receive an education, but they are also going to belong to a community. The image that the universities advertise for their potential future students has to sell more than simply the education they will receive at the school. The brand which they choose to portray on their social media sites has to sell something more than education - it has to sell an experience, passion, and excitement

For a school like the Faculty of Education at SNU, it is important to consider that it is often seen as a ‘safety school’ for students. Therefore, part of the social media rebranding process should be encouraging students to take part in education, because it is a rewarding and worthwhile career choice. Rutter (2015) finds that engaging with students or consumers on social media correlates to the level of retention within the university. However, it is not simply the number of posts, but the content of the posts which represents the brand of the institution. The

study suggests that when institutions are interactive on their social media pages with prospective students is when the greatest improvement in recruitment occurs. Rutter (2014) argues that social media is the 'glue' that holds together the brand of the organization across all media channels. It is therefore important that the brand remains consistent across all media channels and all social media links back viewers to the other channels of information about the organization. Research has also shown that branding, and the perceived brand orientation of the university is directly related to students' satisfaction, dedication and loyalty, and how likely they are to remain in contact with the university after they graduate (Casidy, 2013).

Alessandri (2006) argues that at one point in time there was a switch in the field of higher education, when recruitment stopped being about which school could provide the best and highest quality education and started to be about who could sell the best experience. Universities are no longer simply about where one can receive a good education but they are also about where one can spend four years enjoying themselves and 'living well'. When it comes to the Faculty of Education at SNU, the Faculty must work to sell a passion for teaching and the experience of helping others to learn by passing along knowledge through a career in teaching. The prestige of the program is not necessarily what matters to students because no matter how good an education one may obtain, they will still not make as much money being a teacher as they would a doctor or a lawyer. That being said, what the education programs at SNU sells to their students on their social media pages has to be more than education - it has to be the experience that comes with being a teacher. Studies suggest that if a university presents a clear visual identity (i.e. brand) then they will be viewed or rated more favorably than universities who do not display a clear visual identity.

Although the rate of institutions and individuals utilizing social media is increasing across the globe, studies reported that it is lowest in African countries. Universities are beginning to see the value in reaching out to prospective students via social media, but “universities in Africa did tend to have lower rates of social network participation than their European and Asian counterparts. One explanation for these results may lie in the cultural difference in attitudes and social media usage between the university officials who create the marketing and recruiting campaigns and their audience”. However, it is the younger generation that has begun using a wide range of social media sites regularly (Kuzma, 2013). Therefore, in order to appeal to the younger generation of potential incoming students, universities should be advertising through forums that appeal to younger individuals such as Facebook, Twitter, and even YouTube. Despite there being information and data available surrounding the idea of universities around the world utilizing social media in their recruitment plan - especially when focused around branding and image - there is still a lack of specific information about the types of social media campaigns being enacted and what makes them successful. This is especially true for universities in African countries. However, from the collective research one can see that social media is becoming an increasingly important tool to utilize when recruiting, particularly when the institution is working to create a brand or an image. In order to attract students to certain universities, institutions must focus on selling an experience, not simply an education, and social media campaigns in which students can ask questions and interact with the university on some level contributes to this.

The problem in the SNU Faculty of Education that we have unearthed as a group, is that this particular faculty is considered a ‘backup’ or a ‘safety’ school for many students who would

rather go into medicine, engineering, law, etc. For this reason, retention numbers are low within the faculty, since students are not emotionally or passionately invested in the program and degree which they are pursuing. If the Faculty of Education at SNU were to rebrand themselves via social media through the lens of a new recruitment strategy, it is our belief that they would be able to send a message to prospective students about the appeal, the need, and the rewarding career that is education. This in turn would not only encourage more students to apply, but it would encourage students to become excited about a career in education. The hope is that by utilizing social media for recruitment and, therefore, branding the Faculty of Education, students will become passionate about education and retention rates will thus increase.

Social Media Trends Report

In order to fully understand the needs for SNU's social media, it was necessary to understand the techniques being used by other universities in developing countries. The intent was to create a social media strategy for SNU, but the literature found above focused on social media recruitment in already developed countries. While this information is valuable, it does not capture the nuances of an area where students' finance, culture, and national development are drastically different than places like the United States. To account for these differences, we turned our focus to other Universities near SNU. Focusing on other African universities gave the opportunity to understand local university branding and posting styles. It is important to understand the rhetoric and material being posted by other universities near SNU, so that the social media strategy can emulate the style already being utilized. Ten universities' Facebook pages were chosen for observation. Two were chosen from each country including: Somalia,

Ethiopia, Uganda, Kenya, and Namibia, making eleven universities including SNU. To keep the research congruent, exclusively universities' Facebook posts were reviewed for the month of March 2017. A critical note is that we reviewed the social media activity of many universities, but they were not used because they had not had activity on their pages for the month of March 2017, especially universities from Uganda and Ethiopia.

For all eleven universities (Including SNU), the average number of posts during the month was 15. Most posts came from Bahir Dar University in Ethiopia with 39. The least came from the University of Nairobi, Kenya. SNU had just three postings, putting them as one of the lowest Universities for engagement by number of posts. It had been expected that more posts would lead to more followers, and therefore more interactions (measured by likes in this case). However, that was not necessarily true. There were two universities that had posts in March with likes higher than 1,000. One of them was SIMAD University of Somalia, which received 2.6k likes, and posted 29 times in March. The other was Baresan University of Somalia, who received 4,000 likes, but only posted four times. What was seen through this however, was that Somali National University absolutely has the opportunity to receive interactions from potential Somali students. In all, universities from the other four countries did not receive likes above 300. While the sample size is low, it is possible that Somali culture is more likely to "like", which is an absolute advantage for SNU's social media, which only received 157 likes at most in March.

The most valuable information from other Universities comes from the content of their posts. Ideally, regional trends on the use of social media would provide our team with an idea of how to create a social media strategy for SNU. Before diving into content, it is important to note that both SNU and Bahir Dar University did not have all of their content in English, so the pool

of content information became slightly smaller. That being said, photographs especially allowed some understanding of what was being posted. From there, we were able to identify some key, commonly used posts that seemed effective at attracting future/ current students. The first trend that was popular was promoting collaborations between the university and other Universities, or the government. This was seen from four different universities: two in Kenya, one in Uganda and Ethiopia. Partnerships of this nature signal the university as a institution with high esteem involved in the development of its country.

The second common post theme was about career development or learning opportunities for students beyond the classroom. This included career days, potential internships, or trainings that could be useful for students. These appeared on six pages, and in every country but Kenya. They ranged in scale, however. Some of them offered full internship fairs and large event trainings, while others would post of a single internship opportunity. While we had discussed with FoEd Dean Warsame that internships were rare in Somalia, there was one listed for SIMAD University in Somalia. It seems that many Universities are utilizing what limited opportunities they have to improve their brand value. This makes a lot of sense. If organizations see that an internship is gaining a lot of attention online, they may be more inclined to offer one themselves. Ideally, one internship could turn into dozens.

The third theme we noticed was general information for students. These included test times to get into the University for incoming students, but also graduation and course information. These appeared on five Facebook accounts, most often in Kenya. This aligns more with how to keep students engaged on social media once they are a student, but there is a lot to learn from these updates on the recruitment side as well. These updates showed that universities

are invested in their students, and that the institution knows how to utilize social media to improve student engagement and success. Both give potential new students, and their parents, a sense of trust in a university.

There are also many ideas of posts that were interesting, and captured a large amount of attention that were not seen on other pages. The first one worth mentioning is by Bahir Dar University in Ethiopia. The university started a hashtag to allow students to unite their experiences at the university. This idea allows students to advertise for their own university. This idea is linked closely to the theory of “Groundswell”, that claims that in the new era of technology, the most successful advertising is done by other regular people because it makes the information more trustworthy (Li & Bernoff, 2011). The second interesting promotion came from Moi University in Kenya, and the University of Namibia, who posted a link to an article written about the university. These were intelligent choices for similar reasons to the hashtag. Having outside voices supporting the university can improve their potential to present themselves as a viable competitor.

Namibia University of Science and Technology had two fascinating posts that went hand in hand. One was about a “Go Green” campaign on campus, and the other was about a solar car created by students. Both posts showed care in student life as a priority, and spotlighted students’ actual accomplishments in the university. Finally, SIMAD University and Bahir Dar University showed similar care in students by posting about their “Moot Courts”. This is a better example for SNU to follow. Preparation for “Moot Courts” take less physical resources than a project like developing a solar car.

The one thing that was consistent in all Facebook pages was the usage of imagery. At least two thirds of every university's posts included photos. On some Facebook pages, imagery was used in every post. Captivating imagery gives a reason for someone scrolling through Facebook to give the post a second look. Videos, as well, are useful in delivering large amounts of information without boring readers. These pages show that photographs with concise text were vital for attracting audiences. One caption that seemed expressly valuable to attracting Somali university students especially was one from SIMAD University that read: "Remember to show this to your parents as well". Dean Warsame has informed us that it is most often parents that make decisions on where their children will go to school, and what they will study in college in Somalia. SIMAD's caption shows that a personal, practical, direct approach with prospective students and current students in social media engagement is effective in getting your message to your intended audience. A similar approach could be incredibly beneficial to SNU FoEd in its social media campaigns.

Suggestions on Social Media Recruitment

Through the use of social media, specifically Facebook, we believe that SNU Faculty of Education has the opportunity to utilize this medium in order to create an appealing brand for themselves. The brand would develop from the theme of the posts which are shared with the public, specifically prospective students who may be interested in joining the faculty. Our goal for the faculty is to encourage students to join who *want* to pursue a degree in the field of education, and therefore our posts circulate around displaying why the teaching profession is an important, viable, and valuable option for a future career path. We have done this with the hope

that students will either realize their passion (or potential passion) for teaching and educating others, or that students will at least see the value in a career in teaching and make it a serious consideration when they, and their parents, are thinking about their future endeavors. We have done so by creating a story within our posts - beginning our focus at a global perspective and narrowing then to a national, school specific, and eventually an individual perspective. By expressing the value of teaching in our social media posts, we are sending a message to prospective students which apprises them of other options besides medicine, engineering, law, and other big money-making professions. We are encouraging students to follow their passions and dedicate their lives to helping others learn to love learning. We are also encouraging the Faculty of Education to dedicate a portion of their social media presence to attracting women to SNU's Faculty of Education, as only a low percentage of teachers in Somalia are female.

We have designed a potential [webpage](#) for the Faculty of Education at SNU which we would then link to the main SNU Facebook page within some of the posts. This would be used to encourage students to explore more information about the faculty and a career in education, and to make sure our brand is constant across all information mediums. Finally, we hope that the faculty will allow their new social media page to become a forum for discussion, and encourage current and prospective students to engage in conversation with one another, as well as with the faculty. Studies have shown that the most effective social media campaigns are ones in which followers can communicate directly with the organization. In our sample of social media posts, we have included prompts for the comment section, in order to motivate students to respond to posts with their own thoughts or questions about the subject of the posts, or about a career in education in general.

Recommendations for Practice

SNU will need to put constant effort into their social media in order to improve its social media image and overall brand perception. The suggestions we have for Somalia National University's Facebook page, based on geographical neighbors and literature review on effective use of social media as a recruitment tool goes as follows:

1. SNU needs to post with more regularity. If the FoEd created its own Facebook, there should be an attempt to post once a day, to keep potential students actively considering the FoEd
2. SNU should follow the example of other neighboring Universities in what they post. The topics they should heighten include:
 - a. Photographing and promoting collaborations between the university and the government or other Universities.
 - b. Post every single opportunity they can possibly think of. Even if it is just one interview, or an event, posting it will show that they support their students beyond the classroom, and show potential new students that the University provides opportunities that will help them find a career.
 - c. Post updates for students about simple things like registration and graduation. Although this one is based more in retention than recruitment, it will help all around to engage community members.
 - d. On posts that are opportunity focused, specifically ask that students show their parents. It is one thing to get high school students interested in joining SNU, and

another more daunting tasks to convince their parents that the major is a viable career option. While social media is good at attracting young people, we are not sure of its range for older populations in Somalia. Expressly asking students to show their parents will increase the likelihood that they see the post.

- e. Any collaborative, or cross- University event that happens should be documented with pictures, and posted to Facebook. This will show that the University is respected beyond their own faculty. Doing so will give the University recognition and respect.
- f. Post pictures when possible. Document every meeting that the University has, and post those pictures. This will attract viewers immediately, and keep them engaged.

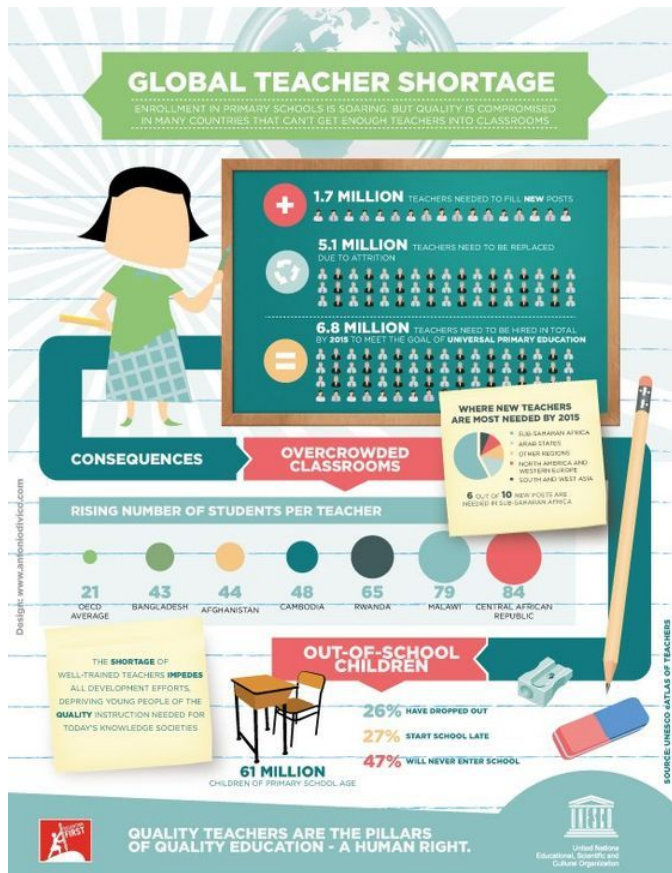
Social Media Posting Suggestions

Our literature review and trends overview of the region informed our approach to social media posts. Through it, we were able to create engaging posts for the University's Facebook page, or more specifically for the FoEd's Facebook page, depending on if they are able to create their own. We highly recommend that the faculty create its own facebook page and connect its posts to the University's Facebook in order to appeal to students already interested as well as appeal to larger potential students. Our strategy for posts was created through the recommendations found later in the paper. However, the key posts that appear to be most effective for engaging younger students had to do with: posts that start a conversation - a give and take between the faculty and its followers, have to do with University collaboration, facilities

and resources available to students, and student engagement opportunities. From this, ideally we would have like to create posts that go over what students are doing in the classroom, and why they appreciate their major. However, because we were limited by the distance between us and a camera person in Somalia, we chose that the best thing to do would be to highlight why becoming a teacher is valuable, and a viable career choice for incoming first year students. We committed to creating ten posts from already existing content from pictures of Somali Students, and infographics to highlight our points. Here are a few examples that we find to be most effective:



Caption: What questions do you have about becoming a teacher? Currently there are only 11 teachers for every 50 students in Somalia. Let the Faculty of Education help you start a thriving and rewarding career!



Caption: What questions do you have about becoming a teacher?

There is a global teacher shortage. In Africa alone 69 million teachers are needed, many in Somalia. SNU's education program will prepare you for a future in a thriving job market. Come speak with us today, and show this to your parents.



Caption: Calling all women! Did you know, that only 17% of teachers in Somalia were female?

Teaching offers individuals the chance to partake in a rewarding career that is dedicated to helping others succeed! Talk with your parents about the benefits of a career in education that SNU's Faculty of Education could provide you.

Comment below: What questions do you have about being a woman in the field of education, OR what has your experience been as a female teacher?

<http://data.worldbank.org/indicator/SE.PRM.TCHR.FE.ZS?locations=SO>

Chapter Four: Website Design Strategies

Website Best Practices

The Social Media presence of any University plays an integral role in the perception of it for our students, community, and applicants. In our research, of backlogged versions of the existing website, we would like to provide suggestions to help the FoEd in improving their social presence through best practices for website marketing to recruit students and increase retention. User friendly websites improve visitor experience and have more impact on fulfilling the institutional mission and vision. The guidelines in this section offer practical advice on how to improve the usability of SNU's webpage.

Today's youth are tech savvy. They have good comprehension of how search engines work. If they are unable to quickly find the information they seek after a few keyword attempts, they are likely to leave the website. One way to improve customer website experience is with query reformulation tools. Query reformulation tools offer spelling suggestions and keyword expansion to assist the user with her research. Website that lack robust query reformulation tools risk losing visitors as searchers feel overwhelmed navigating all of the pages and content on a website to find the information they seek.

In preparing our project and Somali National University Website we researched 60 University sites. We reviewed the websites of Universities in the United States and India so as to get a better understanding between the web design practices of a developed region and a

developing region. A company website is still the main location where customers seek information about products and services. Similarly, students that are shopping for a college to enroll in, visit the college's website for information to make their decision.

We found that most higher education websites are very similar. They attempt to fit a lot of information into small space with small fonts. However, there are exceptions particularly in the United States. The websites that stand out are designed with users in mind and with ease of accessibility as a foundation. One example of exceptional websites are the website of Clark University and Worcester State University, both colleges have a lot of white space. For example, Worcester State University's academic webpage displays departments of study as a profile picture with a caption. This provides a quick glance of departments, and visitors can quickly find the information they are seeking.

The current SNU website does not contain cutting edge web design. The page widths are narrow with low resolution intended for outdated desktop monitors. Furthermore, it is not optimized for mobile access, it is difficult to view the page on mobile phones without excessive pinching and zooming. This is counterintuitive given that SNU's current student body and prospect students are likely to have access to mobile phones rather than a desktop computer or laptop. By following best practices of web designed, the FoEd can build a website that is user centered and that improves its online profile.

Website Best Practice Suggestions

Here we would like to provide some design guidelines for a future website for SNU:

1. Clean and classy are two magical words of web design best practices. Cluttered websites are not very friendly to navigate.
2. Clearly display the university's logo and name on every page, branding is an effective strategy to increase recruitment.
3. Using images that will reflect the university's values and priorities; great use of imagery is more effective in engaging a digital audience.
4. Make attractive **About Us** page where users can easily search the contents of the website. Information on this page should emphasize SNU's strengths and achievements.
5. Make it easy for users to view the details of majors and programs and provide data about transitional information pertaining to incoming and outgoing students. Also provide space for alumni to stay connected with the University.
6. Offer a step-by-step description of the application process, so that it will be easy for students to complete the requirements of the application. A status bar is recommended to allow for the applicant to see his/her progress toward completing the application.
7. Follow the user journey: check the main tasks for each of your audiences, by knowing what attracts visitors the most, SNU can design to customers' preferences.
8. Usable navigation structure, and use the relative and/or national colors to improve stature of the school, without disturbing usability.

9. When any parents or student visits to our website, if they cannot find what they were looking for then they quickly change and look for another website. And Teenagers, who are our prospective students and whose research skills are not fully developed, they quickly turn to another website that offers information in more accessible format.
10. The website should be designed to be sleek, interactive, and easy to navigate by having unique typography, which is a great component of modern web design.
11. Visitors are likely to come back to personalized websites that recognize their previous activity and offers suggestion based on their history. The first impression makes a large impact and there should not be large paragraphs of information - instead, the focus should be on the quality of the content not the quantity.
12. Provide immersive digital imagery of the university and its events. A virtual tour is an effective way to do this.
13. A simple design and the use of video in the background instead of your typical, static background can improve engagement with the website.
14. Along with news updates and academic updates, presenting SNU's culture and values, as well as our student life can help in projecting our universities brand value.

The website is our virtual front door for the campus. This website should be attractive and informative to our current and prospective students, their families, professors, donors and alumni. We worked to present a mock website that is user-friendly, conveys our values to different personas, and easily guides visitors to other parts of the site. Below, we provide a screen prints of the mock page we designed for SNU FoEd.

Screen prints of mock SNU Webpage



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Web: <http://yoursite.com>

GET IN TOUCH

Name (required)

Email (required)

Subject

Message

Chapter Five: University Retention Strategies

Introduction

Higher education is accessible to more people than ever before. The current student body in higher education institutions (HEIs) is more diverse in terms of race, socioeconomic status, age, and gender. Though this tremendous improvement in higher education access is to be applauded, college dropout rates have been persistently high with more students than ever before leaving HEIs without attaining a college degree. There are numerous factors that influences college dropout. Likewise, there are innumerable consequences of student attrition. There is the monetary loss to the institution in the form of tuition and other fees that it could have collected from the student. There is the forfeiture of future earnings on part of the student from dropping out (OECD, 2016). Persons with bachelor's education are more likely to have a job and to earn more than those without (OECD, 2016). Lastly, there is the cost to society, as persons without a college degree are more likely to rely on public programs than those without (Swali, 2004). The following literature review is intended to inform the strategic development of a student retention program for SNU Faculty of Education. First, we explore the causes of student attrition or withdrawal. Second, we explore models of student retention and ways to implement these models. Lastly, we explore exemplary retention initiatives.

Factors of Student Attrition

There are many variables that influence the success of a student in college. Aljohani (2016) in his survey of the international literature has categorized student factors of retention into seven categories and many more corresponding factors under each category. Though there is an immense body of theoretical and empirical research in developed countries on student attrition and retention, particularly in the United States, there has been little research done within the context of our client - a developing region recovering from a protracted two-decade civil war. In that spirit, we will focus our review on retention factors that impact students within or near the context of our client.

Factors of student attrition can be separated into two broad categories, student related factors and institutional factors (Aljohani, 2016; Bean & Metzner, 1985; Swail, 2004; Tinto, 1990). Student related factors are attributes such as academic ability, study habits, commitment to goals, and intent. Along with those, social and financial factors can work as stressors to students such as family commitments and the inability to secure funds to pay tuition and other educational expenses. Institutional factors are attributes of the institution that impede student success. These include institutional policies and procedure, curriculum design and delivery, and lack of impactful student support services.

Student Related Factors

Student related factors of attrition can be split into factors internal to the student, and those that are external to the student such as the student's socio-economic status.

A pertinent issue that affects student attrition in universities is lack of funds to continue their education. Globally, the cost of education is rising and institutions who are unable to provide financial support to their students may be more likely to see higher rates of attrition (Nora et al., 2012). Letseka et al. (2010) find a link between dropout and students' socio-economic status. They find that the lower a student's socioeconomic status the less likely the student will complete a college degree. More recently, a study by Neethling (2015) found that students enrolled in a university in Cape Town who received financial aid were less likely to voluntarily end their studies compared to students who did not receive aid. In a study in South Africa exploring the causes for departure in 178 engineering students, Pocock reported that 48% of departures were attributed to financial burden (2012). Another study examining retention trends in postgraduate students at the University of Ghana, found that the prohibitive cost of postgraduate degree and the inability for students to secure funds for their field research negatively impacted the successful completion of their degree program (Botha, 2016). For example, students with financial difficulties engaged in either full time or part time work which impacted their capacity to focus on their academics (Steyn et al. 2014). Nowhere is the financial burden more pressing than in developing regions in which there is limited availability for funds to complete higher education. Students are forced to choose between work and school, and those that decide to attempt to balance the two likely jeopardize their academic potential.

Another factor that researchers found influences student attrition is academic ability. Academic ability is the cognitive capacity of a student to meet the academic rigor of undergraduate studies. Students with poor cognitive abilities are less likely to complete their college programs. Researchers that have attempted to predict student attrition use student's

previous academic record as a variable. With a sample of 32,500 students who attended University of Washington, Aulck (2016) and colleagues reported that the seven strongest predictors of attrition were GPA in English, Math, Chemistry, Psychology as well as the first quarter of enrollment, and birth year. Moreover, the study found that students with lower GPAs were less likely to persist than their higher performing counterparts (Aulck, Velagapudi, Blumenstock, & West, 2016). Neethling (2015) confirmed this phenomenon in his study of students at a Cape Town University. Neethling (2015) found that students with lower first year GPAs were more likely to withdraw or be expelled from their programs. Furthermore, English as the primary language of instruction in Universities is a barrier for academic achievement of students who speak English as a second language (Steyn, Harris, & Hartell, 2014). Like South Africa, Somalia HEIs use English as the language of instruction with students' receiving one year of intensive English course work along with their other courses. Though no study we have come across has investigated language of instruction in Somalia, it is evident that one year of English education is insufficient to meet the academic expectations of student output at the university level.

A study to ascertain students' perceptions on factors of academic success and failure surveyed 94 undergraduate students in the department of Entrepreneurship in a South African University of Technology (Sibanda, Iwu, & Benedict, 2015). The authors report that students associated their academic habits of study, class attendance, and time management as highly influential factors of academic success. The researchers defined success as graduating on time and passing examination, the contrast of taking longer to graduate and failing examination was defined as failure. Students perceptions of success factors were individual attributes such as a

student's commitment to attend lectures and establish regular study habits, all attributes indicative of an academically prepared student. Students felt they could be academically successful so long as the institution provided structured classroom free of distractions and lecturers that clearly communicated expectations and shared their resources.

In contrast, the study of Moodley and Singh (2015) of a South African University found that students that dropped attributed their academic challenges as a highly influential variable that contributed to their decision to prematurely end their college education. When contrasted with other findings on attrition, the study of Sibanda et al. (2015) indicates that students overestimate their academic ability by stating that all that is required for their academic success is for noise free study environments.

Lastly, student commitment to their goal of attaining college education is noted as a factor of attrition. Students that juggle work and school, who are unable to balance the two are perceived as not committed to their academic pursuits (Botha 2016). The commitment to completing college is attributable to students' perception of the benefits of degree completion. For example, Alkandari (2008) reported that students at Kuwait University mostly persisted in their college programs due to the personal fulfilment of obtaining a degree. Moreover, students reported benefits such as securing a job upon graduation and an increase in social status influenced their commitment to attain a college degree. In a separate qualitative study which surveyed students in a South African University, Steyn et al. (2014) reports that students' selected the Early Childhood Education (ECE) program as a backup program in case they were denied entry into their first option. The researchers posit that when students' interests contrast with the program they are selected into, students are more likely to dropout. This disconnect between student aspirations and the program the student enrolls in can lower student motivation and lead to higher attrition. It is vital for HEI departments to clearly communicate the education they offer and its value to students during the

admission process so that only students whose aspirations align with the institution's mission are accepted.

Institutional Factors

Institutional factors of attrition concern the capacity for the institution to support the academic and social development of their students (Swail, 2004). Support can take the form of monetary aid, academic support, student services, and most importantly the design and delivery of the curriculum as well as the facilities that support learning.

Developing regions particularly struggle with providing qualified staff and functional facilities to support student development. A study in Banadir region of Somalia that investigated K-12 education found a shortage of qualified teachers. Teachers did not receive any formal training in pedagogy, and graduates with business degrees greatly outnumbered teachers from education programs (Hussein, 2015). This shortage of formally trained teachers negatively impacts student outcomes. In their survey of students that dropout of South African University, Moodley and Singh (2015) report that students who dropped out found the lecturers dull. For example a student surveyed expressed concern about the vague expectations of the lecturer: “assessments were not properly guided; I did not know what the lecturer expected when for example answering a question in an assignment” (Moodley & Singh, 2015).

The same is echoed by the Heritage Institute for Policy Studies (HIPS) self-survey of 44 HEIs in Somalia (The Heritage Institute for Policy Studies, 2013). HIPS reported that 39% of lecturers had a Bachelor’s degree, 50% had a master's degree, and 11% had a PhD. However, the academic publications of PhDs were negligible. For example, Banadir University reported to

have had 45 PhD lecturers but reported only one academic publication. In addition, 89% of surveyed institutions reported a need for more qualified lecturers. For example, an administrator in our client's university found that one lecturer had copied a whole textbook into a PowerPoint presentation, and just read from the slides. This lack of understanding in effective teaching hampers student success. Unengaging lecturers and classrooms causes students to disengage and negatively impacts student retention.

Many HEIs in developing regions suffer from a shortage of functional facilities such as libraries and laboratories. Botha (2016) reported that students surveyed rated the noise of classroom as highly influential factor of academic failure as students were not able to clearly hear and understand the lecturer. This is indicative of both the design of the classroom and the level of student engagement. Mahajan (2016) confirms that underdeveloped facilities had dire impact on student success. For example, overcrowded facilities led to students having to skip their meals for the opportunity to use resources in university facilities such as the computers in the library. Another example noted by Mahajan is that of a student who completed a course in information technology without ever having access to a computer. In developing regions, where equipment is lacking, education is overly focused on theory.

Surveyed universities in Somalia reported a shortage of teaching and learning materials as well as libraries (The Heritage Institute for Policy Studies, 2013). For example, of the 30 institutions that offered IT programs, only 24 had computer labs. Similar shortage in science laboratories were reported by HEIs in Somalia. Prominent institutional factors of HEIs in developing regions are shortage of qualified lecturers and shortage of functional facilities such as laboratories.

Though an immense amount of research has focused on the first year of experience, student attrition persists through the second and third years as well (Swail, 2004). Attrition is higher for students from low socio-economic backgrounds and students from minority groups. Furthermore, the more selective an institution is the higher its retention rates (Swail, 2004), which implies that there is a market orientation to student retention (Kalsbeek, 2013). Students in a highly selective institution are more academically prepared and come equipped with the social adjustment skills needed to adapt to the institutional environment.

The point is that student attrition is impacted by various student and institutional attributes. A focus on improving institutional supports can improve student outcomes and retention (Mannan, 2007; Ndungu, 2014; Swail, 2004).

Relevant Retention Theories and Model Retention Programs

In the preliminary stages, the research on student retention focused on the development of theories that sought to answer reasons for student dropout and what institutions can do to improve student retention (Morrison & Silverman, 2012). One influential theory that has persisted is Vincent Tinto's Model of Integration (Tinto, 1990, 2005). Tinto's model posits that successful retention programs should have three core things. For one, the institution must be student centered, meaning that the care for student success and development is entwined with the institution across departments. Thus, the focus is on student growth in that the student is advancing in his studies and not merely persisting - coming back year after year without a change in grade level. The second foundation is a commitment to the education of all students, not just a few. Lastly and critically is the integration of the student into the social and academic

life of the university. This integration takes the form of quality student to faculty contact in and outside the classroom as well as quality student-student interaction. Tinto's model is based on suicide theory which posits that an individual is less likely to commit suicide the more integrated he is into the fabric of society. Tinto argues that any institution with a little effort can improve student retention, with greater marginal improvement possible for institutions that have not done much so far such as SNU Faculty of Education.

Tinto argues that though student attributes can make or break a student's success in college, the onus of student retention rests more with institutional action than with student attributes. "Too often we tend to "blame the victim" and avoid seeing our own actions as the least partially responsible for the problems we face" (Tinto, 2005). Institutions that set high, clear and equitable expectations of students are likely to see progress in retention. These expectations can be communicated to students during formal orientation, or through formal or informal advising sessions. Second, institutions that provide academic, social, or financial support connected to the classroom will see higher student success rates. Third, institution that provide students continuous assessment and feedback of their work are likely to see higher student success. These assessments should allow 'students and faculty... to adjust their learning and teaching in ways that promote learning" (Tinto, 2005). Lastly and discussed previously is "involvement" or integration. The deeper a student is integrated into the academic and social life of the institution, the more likely the student will continue to graduation. Tinto acknowledges the change in student demographics with increased nontraditional students in today's HEIs. He advises that the classroom is a vital space to foster student interactions and relationships, and that project based and team oriented work is likely to increase student engagement and overall

learning outcomes. We find the opposite in our client's classrooms, with lecturers spending 90% of lecture sessions flipping through PowerPoint slides or talking at students. Certainly, increased classroom interactions can lead to stronger bonds between students, and between faculty and students.

The focus on social integration may not be applicable to improving outcomes for nontraditional students (Bean & Metzner, 1985; Crisp & Mina, 2012). Bean and Metzner (1985) define nontraditional student as a

“[student that] is older than 24, or does not live in a campus residence, or is a part-time student, or some combination of these three factors; is not greatly influenced by the social environment of the institution; and is chiefly concerned with the institution's academic offerings” (Bean & Metzner, 1985).

They posit that nontraditional students experience the college environment differently. Whereas traditional students have a communal aspect to their college experience such as increased interaction with faculty and other peers, nontraditional students are not as socially integrated with their institutions. They offer four variables which impact nontraditional student dropout: academic (such as study habits and cognitive ability), background (such students' demographic identity and prior school performance), psychological (satisfaction and goal attainment), and environmental. The author argues that environmental stressors are more likely to contribute to student dropout than other variables. Environmental factors are stressors of finance, family responsibilities, work, as well as peers and the opportunity to transfer. They argue for closer monitoring of nontraditional students to gauge a change in their intention to stay to degree completion.

However, a study in Papua New Guinea lends support to Tinto's model. Mannan (2007) surveyed 2,400 full-time undergraduate students enrolled in their second term at the University of Papua New Guinea to ascertain the efficacy of Tinto's integration model on student success in a developing region. Mannan found a compensatory relationship between social and academic integration. Higher academic integration compensated for lower social integration, thus improving student outcomes. Certainly, this is also applicable to nontraditional students, in that a stronger academic tie can moderate lower social connection. The researcher recommends that an overall institutional retention strategy should exist concurrent with departmental initiatives (Mannan, 2007).

Building upon Tinto's principles, Seidmen proposed a practical formula to improve student success. Unlike Tinto, Seidmen argues that immense institutional investment is required to improve student success. The Seidmen Retention formula is Retention = Early Identification + (Early + Intensive + Continuous) Intervention (Seidmen, 2012). This formula begins with early assessment of students to determine skill deficiencies defined as the academic inaptitude of the student to be able to successfully complete foundational college work. An intervention program is customized for the student from the early assessment. Enrollment could be contingent on successful completion of the prescribed intervention, this is in agreement with Tinto's recommendation on using early alert programs. The progress of the student is continuously monitored, with any remediation directed to improve a specific deficiency instead of having the student go through a full remedial course. Lastly, the prescribed interventions must be strong enough to bring about the needed change in the student's academic readiness. Seidmen states that his formula is analogous to the diagnosis, care, and continuous observation of a patient by a

doctor. If the patient is liberal with the prescriptions of the doctor, the patient's situation will likely worsen. This formula has been assessed and found effective (Silverman, 2010). However, we have not found a study in a developing region that attempted to test this model.

In contrast to the student-centered approach of Tinto and Seidmen, Kalsbeek (2003) provides a market perspective on student retention. The authors argue that there is a market aspect to retention given the predictability of institutions' retention rates. Institutions with higher selectivity report higher retention and graduation rates. The authors posit that a new way of viewing retention is through the lens of marketing with a focus on profile, progress, process, and promise, which the authors label the 4Ps of student retention.

Kalsbeek and Zucker (2013) and colleagues (Spittle, 2013; Schroeder 2013) argue that the reason for the lack of progress in attrition is attributable to how we define the problem. They redefine retention and offered practical ways institutions can utilize a four Ps approach to retention. Profile is the sum characteristics of a person or a business. For a business this includes the diversity of its market segment such as the geographical location of its customers and the demographics of the customer. Similarly, the profile of a HEI is defined by its customer profile such as the admitted students' demographics and academic background. Kalsbeek argues that most HEIs' market position is in between "name-brand" or highly selective HEIs which don't experience any difficulty with retention and "convenience or user-friendly HEIs" such as community colleges which have chronic attrition and low graduation rates. These middle market HEIs are in a highly competitive market place and attempt to balance expanded access with pursuit of name recognition. Student profiles greatly shapes the institutional market profile of HEIs. This argument sounds similar to Bean and Metzner (1985) in which they argue that

background factors are determinants of attrition. This is also analogous to brand marketing in which defining consumer profile or demographics of the consumer is vital in determining strategic initiatives of the company to build brand equity. Kalsbeek (2013) posit that a holistic retention strategy that begins with assessing market orientation and involves enrollment management can improve institutional outcomes of retention.

Spittle (2013) argues that redefining retention as progress to degree attain will refocus HEIs on the core of their promise, which is to produce capable graduates. A progress centered approach to retention focuses on students earning credits toward graduation, this includes providing college credit for remedial courses. In a addition, process view of retention requires a focus on the structure of the programs; a focus on the academic and administrative policies of the institution and how these impact student success; and a focus on analytics. Spittle argues that the language we choose to define the problem greatly influences our actions. When HEIs focus on what counts: student progress to degree completion which is impacted by student attendance, academic performance, and institutional policies, then HEIs will be in position to develop impactful strategies to improve outcomes for students.

The third P in the 4Ps model is process. Schroeder (2013) posits that if the goal of HEIs is to increase timely completion of degree, then a focus on the institutional processes and policies that impact most students instead of interventions that impact select few students is strategically imperative. This is analogous to Tinto's argument that institutions should focus on the success of all of their student (1993). One recommendation to achieve this is the creation of learning communities.

The last P in the 4Ps model of retention is promise. Kalsbeek (2013) defines promise as a

linkage of "...retention strategies with brand strategies so that marketing and retention become mutually reinforcing." Attrition becomes a reflective mirror of the institution, in that attrition can be viewed as student dissatisfaction with institutional promise. Institutional promise found in college mission statements is analogous to brand promise in that both promise a particular experience or value proposition to the consumer. Kalsbeek recommends that brand research can shed light on consumers' perspective of the institution since the brand is owned and defined by consumers. Furthermore, an effective brand strategy aligns student values or areas of student satisfaction with the institutional experience and institutional mission or brand promise.

Kalsbeek (2013) and colleagues offered a new perspective to student retention which embraces basic marketing philosophy on brand equity to improve institutional and student outcomes. One critical note is that this strategy requires the institution to align its promise to students with its actions, that instead of fragmented departmental initiatives, a coordinated approach involving all facets of the institution is needed to improve student outcomes.

Retention scholars acknowledge that not every student can nor should be retained. However, where retention of a student is sought, they note that universities that provide support, and needed functional facilities, improve the likelihood of that student completing his/her college education. Ndungu (2014) surveyed participants in a teacher training program in the Kikuyu District of Kenya to ascertain factors of completion. She sampled 58 participants, 84.48% female and 15.52% male. She found that the manageable cost of the program, student support services and continuous communication between students, faculty, and tutors, as well as the promotional opportunity and self-determination opportunity such as a graduate starting her own early childhood development and education center were factors that influenced rates of completion.

Students succeed when they take ownership of their students, however ownership is sought only when students can see the benefits of their education.

Exemplary Programs

In this section, we discuss exemplary programs that SNU Faculty of Education can emulate with a little effort. These are extracted from ASHE Higher Education report (Braxton et al., 2011). To be exemplary, a program had to meet two out of three of Tinto's principles of successful retention programs. The three principles are as follows: First, the institution shows commitment to their students. Student success must be the primary objective of the program. Second, effective retention programs are accessible to most of the student body not just a select few students, thus the institution is committed to the education of all students. Third, the program strengthens the communal nature of the institution, it deepens connections between students, and between faculty and students. Of the nine programs covered in the report, we found three that are practical in the context of our client.

First, the Undergraduate Research Opportunity Program (UROP) at the University of Michigan. Faculty and students match with each other to work on research of mutual interest. Participating students are either first or second year students. The program meets all three of Tinto's criteria of successful retention programs.

The second initiative of interest is the Strategic Retention Initiative (SRI) at a highly selective four-year research university. The Dean of the school makes a personal call to every first-year student to discuss what academic or social adjustment difficulties the student is experiencing and to connect the student with institutional resources that can assist him/her. The

dean makes a follow up call on the second semester to the first-year students. Lastly, the dean signs a birthday card to celebrate the student's first birthday at the University. This program meets all three of Tinto principles. This shows that the institution is vested in the success of its students, it is inclusive, and it establishes relationship between the dean and students.

Furthermore, an initiation of intervention by the administrative leadership of the school magnifies the signal that the institution is student centered while reinforcing expected performance standards. However, unless student supports are in place, this intervention will be ineffective. Thus, it is imperative for the faculty to develop student services. We provide cost effective suggestions for student support programs in our recommendation section below.

The third program of interest is a hybrid program that combines block scheduling with faculty mentorship. The participating cohort take a certain number of hours of classes together on the first year and attend a one credit faculty mentorship class taught by a faculty that has completed workshops which address the social and academic integration difficulties students are likely to experience. This program meets all three of Tinto's principles. A little investment from the institution is required for this program to be implemented and a continuous training program for faculty. In addition, this program can be implemented concurrently with peer mentorship program in which faculty mentors train students to serve as peer mentors.

SNU Faculty of Education (FoEd) Retention Strategy

Our goal in this segment is to offer practical strategies for SNU Faculty of Education (FoEd) to implement so as to improve student retention at the faculty. We first provide context to FoEd's retention problem, then we offer strategies that require little to no reallocation of

resources. Lastly, we offer strategies that require moderately new monetary investments.

Currently, to our knowledge there is no research on student attrition at Somali Universities. However, from speaking with our client, we can ascertain factors of student attrition at SNU FoEd. These factors are consistent with factors discussed in the literature review. First and foremost, students at SNU or for that matter at any college in Somalia without a dormitory which shields them from environmental stressors can be classified as nontraditional students. Currently, there is a drought crisis in Somalia. Some students at the FoEd have family members impacted by the drought. Dean Warsame admires the grit of her students to come back to their studies. Furthermore, the students live in an uncertain political environment. There is a newly elected president, there are African Union forces occupying the city to sustain current development progress, and there is the ever-present threat of Alshabab attacks. Any of the above circumstances would impair the focus of any student, yet students at SNU FoEd are hopeful for the future and continue to persevere. However, we and the client acknowledge that there is little that the institution can do to improve the external environment that students live in at this time.

The second factor of student attrition is a misunderstanding about the Faculty. Few students understand or value the educational promise of the Faculty. Here, the faculty has been unable to articulate the value of the education it offers. FoEd has been unable to connect students' current interests, or ideals, or prospective career paths to its value propositions. As Kalsbeek (2013) noted a failure of this kind is analogous to a consumer brand that is unable to communicate its brand's value proposition to consumers, for a business this failure results in the loss of market share.

The third factor of student attrition is academic difficulty. Students are ill-prepared by

their secondary institutions for college studies. Hussein (2015) has noted the difficulties faced by secondary institutions in Somalia, particularly the shortage of qualified instructors.

Fourth, teaching methods that aren't agile to meet the diversity of students' learning styles positively impacts students' choice to dropout. For example, at SNU FoEd students spend less than 10 percent of in-class time on discussions and group activities, and the rest is dedicated to their lecturer talking at them or reading from PowerPoint slides. This is counter to the recommendations of Tinto (2005) and current scholars (Swail, 2004) who note that the classroom might be the only time nontraditional students can build sustainable connections with each other and that classes should focus on interactive, team or projected orientated work to develop highly capable graduates.

The fifth factor of student attrition at FoEd is the absence of formal student support services to help student cope with current environmental and political circumstances that are difficult for even a student with all the support systems in place to cope with.

We started above with identifying factors of student attrition at SNU as told to us by the client. We recommend that the client take a scientific approach to ascertain students' perspectives on the FoEd experience. The client can start by administer a survey to current and incoming students. The benefit of this survey is the diversity in participants such as first year students who are not very familiar with the institution and senior students who are very much familiar with the institution. Any successful retention program starts with understanding the factors of attrition. It would be ill-advised to start interventions without a deeper understanding of the problems that lead to attrition.

Initiatives Utilizing Existing Resources

The suggestions for student retention initiatives offered here are supported by both theoretical and empirical studies on student retention. The strategies we offer begin with a clear definition of the profile or character of the Faculty (Kalsbeek, 2013) to ascertain the purpose or reason for the faculty's being in society (Tinto, 1990). To help with this first task, the faculty should answer the following questions: What is our mission? What kind of educational experience can we offer to students? What benefits do students attain after completing our program? If the prospective benefits of the degree contrast with student's ideas for his/her future, what tasks can we engage in to assist that individual in reaching his goal?

Second, the faculty needs to set ambitious standards for all its students and focus on clearly communicating the dedication required to succeed at FoEd. A vital question that the faculty should formulate a clear answer to is what kind of commitment are we asking from our students? A criticism of HEI in Somalia is that it turns out graduates that are ill-equipped to meet labor market demand. By focusing on academic rigor, FoEd becomes a standard setting institutions able to turnout graduates with intellectual curiosity in a market saturated by unregulated private HEIs that turnout students that are underprepared for higher level work.

The third strategy focuses on integrating students into the academic and social life of the Faculty. With particular emphasis given to the fact that though we have classified students at FoEd as non-traditional students, it does not diminish the need for the FoEd to build a strong academic community. First, the current orientation process can be improved upon. All professors of the faculty should attend all future orientations and each should run a workshop on a topic pertaining to adjusting to the new academic environment i.e. what it takes to excel in Advanced

Algebra. This early exposure between faculty and incoming students creates an opportunity to build early relationship and set expectations.

It was brought to our attention that the faculty is considering adding a class on how to thrive at SNU. The class would provide students with skills on effective study habits, time management, and writing skills. Though admirable, we argue that a continuous feedback of student progress in all classrooms can improve student outcomes and connections with faculty. These are skills that can be reiterated in every classroom of the FoEd if embedded effectively into the curriculum. In addition, more value will be added by personalizing support, rather than general classroom based success strategies. Five-minute group break-out session can be established to work on specific college survival skills. This new way of embedding study skills and time management in classrooms is better at establishing student habits than a separate standalone course.

The fourth strategy we offer pertains to mentoring. Mentoring has been shown to improve student satisfaction and success (Tangwe & Rembe, 2014). Of importance is efforts to build stronger academic community via student to student mentorship and faculty to student mentorship initiatives. We propose that faculty-led student-student mentorship can strengthen the bonds between lecturers and students by taking a student faculty collaborative approach. There are several aspects to this proposal. The initial training of faculty on addressing students' academic and social needs. Second, the training of student mentors and providing course credit for their time. Third, the support of the Dean of FoEd and other administrators in developing a reward system, and a system of record retention and quality control.

A faculty led peer mentorship program at the University of Northern Iowa concluded that

the program was beneficial to all involved parties (Chatham et al, 2014). Retention was 6% higher for students that participated in the program in comparison to nonparticipants. First year students noted that their peer mentors connected them with school resources (70.1%), helped form connections with their professors (60.2%), and connected them with their peers (54.5%). Peer mentors reported being very satisfied with their classroom involvement and communicating with professors. Lastly, there is the benefit to the faculty. Professors reported high satisfaction in having a peer mentor in class. For example, one lecturer stated that peer mentors served as the voice of students and that he believes it will improve his teaching. As for the sustainability of the program, UNI has expanded the program and it is recruiting previous mentees as peer mentors for the incoming class. Thus, mentees that become mentors get the opportunity to deep their relationship with faculty at the university.

Faculty-led peer mentorship at SNU can start small like the UNI experience. First it is important to start the program in the courses in which the peer mentors would make the most impact, these are normally courses with a larger student body. Second, develop a course credit format for peer mentors, this insures against mediocrity in mentor provision (Tangwe & Rembe, 2014). The grading can be based on input from the mentees and faculty supervisor. Third, establish a criterion to select peer mentors. The peer mentor must have taken the course, must have taken diligent notes, and must have satisfactorily passed the course he/she will mentor in. Lastly, develop a training for peer mentors and faculty. The goal of faculty led peer mentorship program is to create a stronger academic and social community while providing first year student the tools to succeed.

The fifth initiative we recommend is a faculty-student research partnership like UROP at

the University of Michigan. The research interests of lecturers and students are matched to build and strengthen the learning community. Faculty and students work to build the brand of the faculty as one of serious academic inquiry through the production of research. There is abundant opportunity for research in Somalia. SNU can be a leading institution in the region, if it begins to develop its profile as a serious academic institution able to produce and publish research. With a program like UROP, SNU FoEd can build its institutional research profile and improve its brand equity concurrent with its efforts to improve student engagement and retention.

Our sixth recommendation is an initiative to help students to succeed in difficult courses. An initiative for supplemental instruction (SI) can improve student success in difficult courses. SI is a collaborative learning format, in which students led by an SI leader, guide their own learning via regularly scheduled meetings to discuss course assignments and readings, and to create questions to upcoming tests. SI leads to the attainment of higher level learning. "The SI Leader is trained to focus on how to help students break complex tasks into subcomponents and use the subcomponents to discover the intricate mechanisms generating a complex function; in the process, this enables students to reach a higher level of comprehension" (Kalil & Jones, 2016). A study by Kalil and Jones (2016) on the effect of SI in an anatomy and physiology course at HEI with predominantly nontraditional students reported participants of SI programs attain better outcomes in the course than those that did not participate. They also found that the more sessions of SI a student participated in the better his/her grades. 84.4% of SI participants successfully completed the course in contrast to only 44% of non-SI participants able to successfully complete the course. Similar to the faculty led mentorship, SI requires faculty involvement and administrative support. SI program meets Tinto principles in that the program is

available to all students in difficult courses, it is student centered by nature, and it creates a learning community. Free SI resources are available at the website of University of Kansas-Missouri City. If successfully implemented, SI can improve student learning at SNU and the FoEd.

Lastly, we recommend a continual contact between the faculty Dean and students. This contact can take many forms such as open office hours; house calls to check in with parents; calls to students after the third week of classes with a follow up call six weeks later; and a group chat with the Dean on popular applications used by students and parents. The purpose of this simple gesture is twofold. The dean can get a pulse of the student body from intimate 1:1 conversation. Second, incoming students are given the signal that this is an institution that cares about and it provides an opportunity to reiterate student expectations. If successful engaged, students are more likely to engage with other initiatives the FoEd may recommend them to be involved with.

Initiatives that Require Additional Resources

Initiatives that can greatly impact student outcomes, but require monetary investments including training current faculty in effective pedagogy and developing a student services office. The ability for faculty to deliver engaging courses is an attribute of the quality of education the institution provides its students. Our fast-changing world requires curious, adaptive, and independent thinkers able to solve real problems. In the search engine age of Google, rote learning does not produce highly capable graduates.

One way to improve upon lecturer skills is through relationship building with other lecturers who display effective and adaptive teaching styles. Furthermore, extending lecturer orientation over the course of a year provides the ability for administrators or supervising lecturers to provide constructive criticism and develop the lecturer into an effective lecturer that is responsive to students' diverse learning styles. It is suggested that new lecturers get matched with existing lecturers that exhibit and embrace engaging and student-centered teaching styles.

It would be costly to hire out external trainers to train lecturers on proper pedagogy. However, with the advent of MOOCS, there is a plethora of free resources available to start developing lecturer skills. We highly recommend the University of Texas' course on Classroom Strategies for Inquiry-Based Learning (Rodriguez & Allen, 2016). The course provides videos of instructors modeling 5E model of learning cycle which includes student Engagement, Exploration, Explanation, Elaboration, and Evaluation - as well as commentary from the instructors as they use these strategies. Regardless of the approach taken, it is imperative that investments in lecturer development be made to improve course delivery and student outcomes.

Our second recommendation is to update the curriculum. The curriculum we received from the institution in our discovery is the same curriculum used when the institution closed in 1991. A curriculum update will require collaboration between lecturers, administrators, student body, and external stakeholders. There is an ample opportunity to establish relationships with institutions abroad in developing a new curriculum that is relevant, responsive to current needs, and can be continuously improved upon. SNU FoEd should seek a sister faculty to partner with in improving and updating its curriculum.

Lastly, we recommend that FoEd start a student services center. The center will serve as a

hub in which services that impact students are coordinated. These services include academic advising, bursar office and financial assistance, career services, and student counseling. FoEd and SNU have the capacity to provide a new experience students are unlikely to receive elsewhere in Somalia and this adds equity to its brand recognition as a leader in Somalia HEI.

The recommendations we offer here have been proven to work in institutions in different settings. To truly provide an impactful educational experience to students and retain them to graduation, SNU FoEd should become student centered by providing student support services in the form of academic and social support, set high, clear academic ambitions and provide SI leaders for difficult classes; provide an immersive academic environment; and start faculty development initiatives.

Chapter Six: Conclusion

Somali National University (SNU) is currently the only public higher education institution in Somalia. The Faculty of Education (FoEd) at SNU has experienced difficulty in recruiting quality students as well as retaining its current student body. The causes of the difficulties in recruiting high potential students to a career in teaching are manifold. First, the teaching profession in Somalia does not pay well. Second, students are pushed by peers and family members and economic trends to majors with higher perceived status such as IT and Business Administration. Where the potential exists for them to be the next Zuckerberg or Steve Jobs. However, this is more of an attribute of a profession that has been unable to communicate its value to society in Somalia.

In this project we sought to establish a social media marketing campaign informed by the literature on effective social media marketing. We found that the creation of a consistent brand and selling the experience of the institution significantly influences the perceived appeal of the university to prospective students. It is important to encourage followers to interact on the social media pages, as well as to encourage the institution to be responsive to questions and comments posed by followers. We found that social media pages which are interactive are the most effective in contributing to recruitment.

We developed ten Facebook posts for our client to immediately utilize. With this campaign, we tell a compelling story that includes a global, a national, and an individual narrative. Our first posts discussed the global shortage of teachers. Our second post discussed the teacher shortage in Somalia. Our third posts discussed the female teacher shortage in Somalia in

an attempt to appeal for more young women to pursue a career in education. Our fourth posts highlighted the FoEd's mission and its three broad objectives. Our fifth post argued a reason for prospects to choose the SNU FoEd. Our Sixth post highlighted a student pondering the future. Our seventh post invited followers to ask the FoEd questions about the field of teaching. Our eighth and ninth posts highlighted our communal nature and built anticipation for a one day teacher workshop event revealed in our tenth post. In creating a story we are able to converse with followers and build up momentum for events. We believe a format of this kind can help invigorate the FoEd's social media presence and brand value.

In addition to our efforts to improve recruitment of high potential students, we sought to address the attrition concern at the FoEd. We looked to the literature for the causes of attrition, as well as for theories of student retention, and for model programs so as to design recommendations for the FoEd on retention initiatives it can execute to improve student outcomes.

The literature review revealed that students dropout of college programs for various reasons, but that broadly the factors of dropout can be divided into student related, environmental related and institution related factors. In addition to our literature review, we interviewed our client about causes for withdrawal at FoEd. We found that attrition at SNU FoEd is impacted by the political instability, the current environmental disaster, by students' academic abilities and study habits. Furthermore, there were institutional factors such as unengaging lecturers, shortage of materials and facilities, and the absence of any student support services.

We reviewed four models of student retention. Tinto's integration model which posits that successful retention programs are student centered, are accessible to all students, and create

stronger bonds between students and the institution. Second, we reviewed Bean and Metzner's model on nontraditional students which argues that nontraditional students are affected more by their environment and care more about the academic offerings of the institution than building social bonds within the institution. However, we found studies that validate the applicability of Tinto's principles for nontraditional students. Third, we reviewed Seidmen's formula on student retention which posits that successful retentions is recognizing at risk students early, and providing early, intensive, and continuous interventions. Lastly, we reviewed a new model by Kalsbeek which argues for a market approach to student retention.

We reviewed three exemplary retentions programs that meet all of Tinto's principles of effective retention programs. These included the Undergraduate Research Opportunity Program, a Strategic Retention Initiative focused on connecting the program dean and students, and a program that combined block scheduling with faculty mentorship.

The recommendations we offer are informed by both theoretical and empirical investigations. We offer the following suggestions to our client so as to improve student success at SNU FoEd and increase retention.

1. Clearly define the character of the FoEd. Such what is the educational promise of the FoEd?
2. Research factors of attrition within the FoEd. It is important to take a scientific outlook at retention by first administering a survey to attempt to understand reasons for student attrition.
3. Set ambitious academic standards for students. A criticism of HEIs in Somalia is that they turn out graduates that are ill-equipped to meet labor market demands.

4. Expand current orienting by involving more professors and have them make a survival guide for their course to present to incoming students.
5. Embed the development of academic and social skills into all classes. One way to do this is to have five-minute group break-out sessions in every class for students to work on specific college survival skills.
6. Establish a faculty-led peer mentoring program
7. Establish a faculty-student research partnership program. With this initiative, the FoEd can build its institutional research profile and improve its brand equity concurrent with its efforts to improve retention
8. Establish a supplemental instruction program to help students succeed in difficult courses.
9. Lastly, we recommend constant and sustained contact between the Faculty Dean and students. This contact can take many forms such as open office hours; house calls to check in with parents; calls to students after their third week of classes with a follow up call six weeks later; and/or a group chat with the Dean on popular applications used by students and their parents.

By implementing our recommendations, SNU Faculty of Education has the opportunity to improve retention by at least 20% within two years. In addition, we foresee an improvement in engagement and brand equity, and increased interest from prospective students and their parents with the implementation of our social media and website design recommendations.

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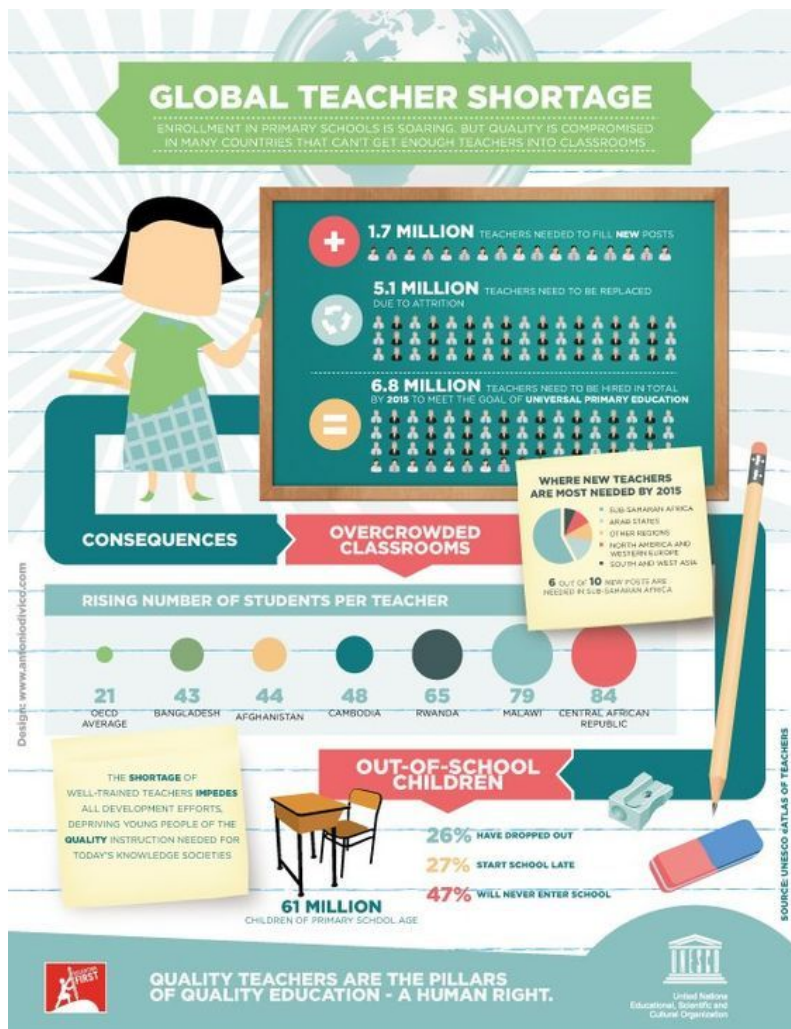
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Appendix

A.1



What questions do you have about becoming a teacher?

There is a global teacher shortage. In Africa alone 69 million teachers are needed, many in Somalia. SNU's education program will prepare you for a future in a thriving job market. Come speak with us today, and show this to your parents.

A.2

FoEd Facts 3 Facts about SNU Faculty of Education

Our mission is to Prepare highly Competent teachers

For every teacher, there are 50 students. However, qualified teacher are scarce. FoEd trains students to become highly competent teachers for primary and secondary schools.

Teacher Student Ratio

FoEd Facts

#1
Excellent Lecturers

#2
Student Centered

#3
Collaborative Environment

What are your questions about becoming a teacher?

Contact us at FoEd@snu.edu
Connect with us on WhatsApp at

FoEd because Education is the difference

There is a high need for special education teachers. Contact us to explore a career in teaching!
Link to above info-graph: <https://magic.piktochart.com/output/21645560-snu-foed>

A.3



Calling all women!

Did you know, that **only 17% of teachers in Somalia are female**? Teaching offers individuals the chance to partake in a rewarding career that is dedicated to helping others succeed! Share this with your parents and visit our website to learn about the benefits of a career in education that SNU's Faculty of Education could provide you.

Comment below: What questions do you have about being a woman in the field of education, OR what has your experience been as a female teacher?

<http://data.worldbank.org/indicator/SE.PRM.TCHR.FE.ZS?locations=SO>

A.4



FoEd @ SNU

At the Faculty of Education (FoEd) at SNU, we are determined to educate and prepare our students for a life of service to our people, the nation, and humanity



FoEd Goals

- 1 Prepare students to teach in secondary schools
- 2 Retrain current teachers to rebuild quality of system
- 3 Set new quality standards in higher education

Angel Jibreel (PBUH), Teacher of Our Teacher (Hadith)
FoEd because Education is the difference

www.piktochart.com/blog

A.5

Knowledge is life. If I do not drink water I die, likewise if I do not feed my brain it dies too. I want to be an educator to hydrate all the thirsty brains in my country. What do you want for your brain?

A.6

“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you’re planning for a lifetime, educate people.” Chinese proverb

What are you planning for me? Chat with us to discuss a career in education.

A.7



What questions do you have about becoming a teacher? Currently there are only 11 teachers for every 560 students in Somalia. Let the Faculty of Education help you start a thriving and rewarding career!

A.8

Ideas aren't generated in a bubble. Come find a place where your viewpoint is valued and can make an impact! Are you interested in learning more about our community here at SNU?

A.9

Join the future educators of Somalia! We have an upcoming One Day Teacher workshop. Come experience what it's like to teach for a day!

A.10

One day teacher workshop that helps to see what's to be like a teacher for a day.

“Learn to Change the world”

→ All interested can participate, so that it can encourage the retention and recruit rate. This helps in recognize that **“Teaching profession is the profession that brings difference”**.

A teacher
AFFECTS
ETERNITY
and one can never
tell where their
INFLUENCE
stops. *-henry adams*

A.11

Easy Navigation and clear messages to project our thoughts.




WELCOME ABOARD

GET IN TOUCH!	DIRECTIONS
<input type="text" value="Name"/>	
<input type="text" value="Email"/>	
<input type="text" value="Message"/>	



U:\Lahar\Desktop\Lahar\Lahar\Index.html#

A.12

Make ABOUT US page count



SOMALI NATIONAL UNIVERSITY
JAAMACADDA UMMADDA SOOMAALIYEED
الجامعة الوطنية الصومالية

[HOME](#) [ABOUT](#) [FACULTY](#) [CONTACTS](#)

[Home](#) / [About](#)

OUR MISSION

"The Somali National University's mission is to acquire and improve the quality of national education that promotes knowledge, research and technology transfer so as to produce the necessary trained work force for the country."

OUR VISION

"The vision of Somali National University is to establish an affordable and equitable world class public education that generates well-trained professionals to meet the socio-economic and technological needs of the country."

WHAT WE DO

"Training of post-secondary students to teach in secondary schools and Grade II teacher training colleges, retraining of teachers for improved competence for teaching in secondary schools, [and] academic training in all subjects taught in secondary schools".

OUR TEAM

Welcome to the Faculty of Education (FOE) at Somali National University (SNU). As a leading institution in the educational field in Somalia, we play an influential role in revitalizing educational scholarship, mentoring and research.

Fouzia Warsame

Dean of Faculty of Education

Committed to bring change.

Sharifuddin

Associate Dean

Have vast knowledge and working with college from the very first step to fulfill its Mission and Vision with dedication.

Razak Mohammad

Sr. Professor

Contributed in designing the course structure and laying a platform for the future educators.

Abul Mali

Administrator

Acts as the communicating bridge between students and management. Helps students to get their right.

A.13

Personalizing website to local culture and values helps students in connecting with university. So we used only the pictures of FoED.



HOME

FUTURE OF SOMALIA EDUCATORS



FACULTY

WHAT WE HAVE FOR YOU



ABOUT US

WHAT WE ARE - KNOW MORE



CONTACT US

GET IN TOUCH - IT'S EASY & AROUND THE CLOCK