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Admissions 101

Your Risk Management first line of defense

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Overview

The “WHAT”

1. Intake System

The “HOW”

2. Process, Segments, Flow

The “WHY”

3. Explore the purpose behind your system, and ensure all objectives are being met.



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Objectives

- 1. Build your intake system,
with purpose***
- 2. Review, audit and update your system***
- 3. Infuse risk management,
with a lens of accessibility and inclusion.***



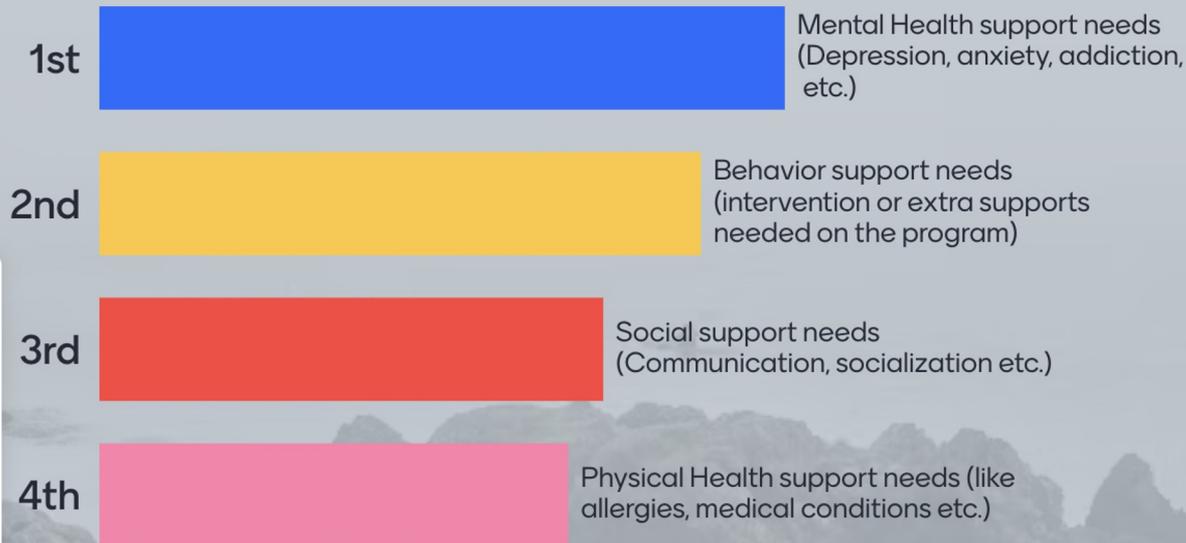
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Content Warning





Rank the participant needs you are seeing impact your programs the most.

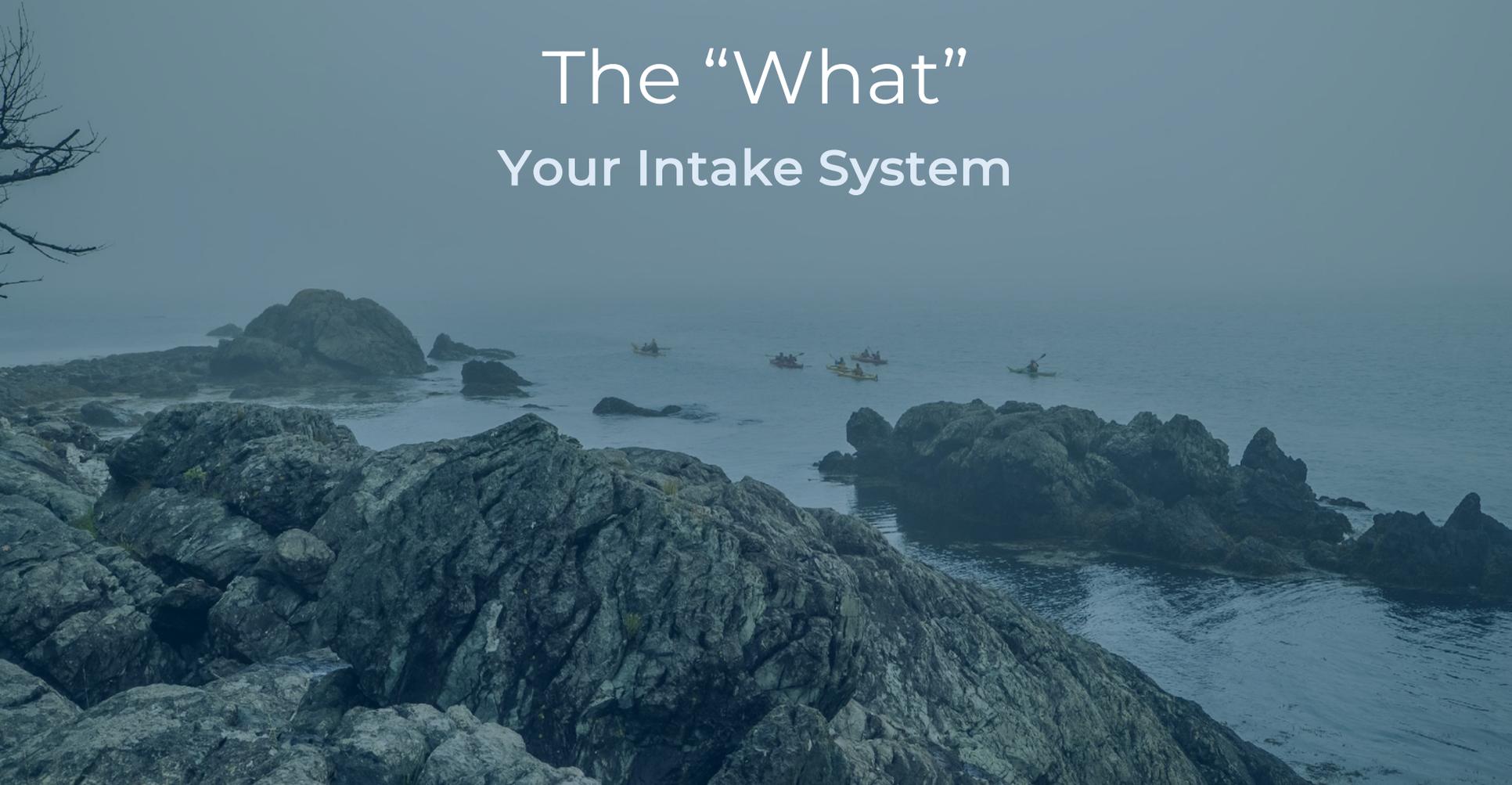




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The “What”

Your Intake System

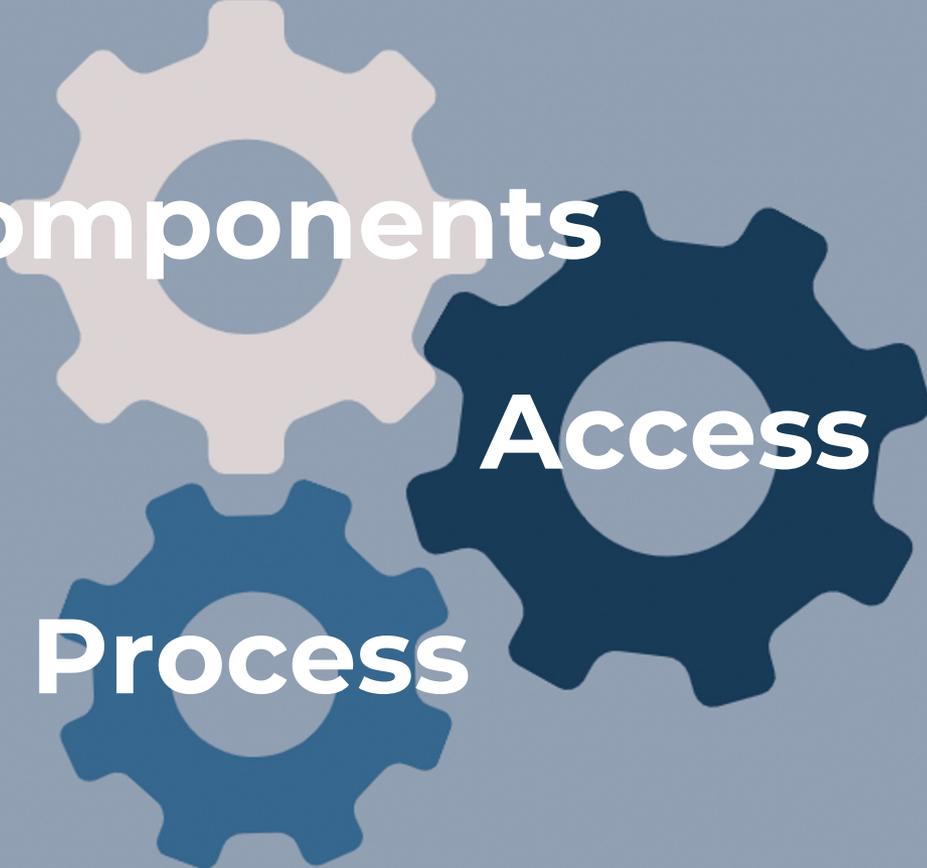




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The “WHAT”

Your Intake System



Components

Access

Process



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The “WHAT”

Your Intake System

- **Acknowledgement of Risk, Code of Conduct**
- **Photo and Video release form**
- **Adult Waiver**
- **Confidential Medical History form**
- **Application Questionnaire**

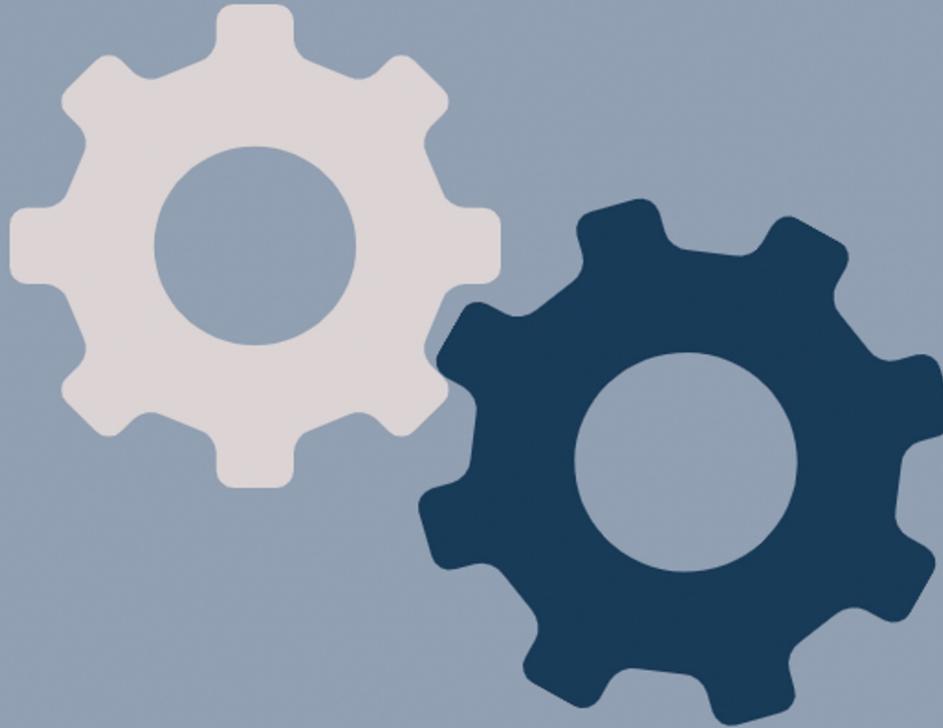
- **High School Credit application form**
- **Sizes form**
- **Funding Application**
- **Travel form**



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The “WHAT”

Your Intake System



- **Online**



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The “WHAT”

Your Intake System



- **Journey Map**



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considering

Accessibility





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“What have you done to create ***more points of access*** to your program?”





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considering **Accessibility**

- **Acknowledgement of Risk, Code of Conduct**
 - **Photo and Video release form**
 - **Adult Waiver**
 - **Confidential Medical History form**
 - **Application Questionnaire**

 - **High School Credit application form**
 - **Sizes form**
 - **Funding Application**
 - **Travel form**

 - **Pair down forms and questions when possible**
 - **Regular reviews of form needs**
 - **Available in other languages**
 - **User friendly visuals**
 - **Personal connections**
 - **Other communications of informed consent**
- **Online**
 - **By Hand**
(PDF print & submit)
 - **Telephone**
 - **With in-person support**
-



What strategies are you using to boost access?

Connection lost

37 responses

Partnering with universities to allow students to use financial aid on our programs

Online mobile friendly forms. Partnering with school administrators

Direct phone calls when forms are not completed

In person parent meetings prior to every trip.

sending applicants the interview questions we will ask 24 hours before a phone interview

Phone calls to assist with forms

Searching for a more user friendly application system

All forms in Spanish and English

Use online registration

Program Descriptions in other translations, using group leader as a translator.

In person meetings with families

Admissions team able to answer phone and emails to answer questions



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Forms with a translation option for participants.

Providing personal touch points for families who request it and/or are flagged in the system.

Pre trip calls to review medical information and answer questions.

Forms accessible on mobile

Open ended questions

In person/phone option to access intake forms, not just tech

Re-writing waiver for accessibility to low literacy

Offering to join already scheduled organization Zoom meetings to explain the course more and answer questions/concerns.

Phone number very widely and openly available.

Scholarships to certain specific communities

Forms with skip logic Two phone calls with personal connection and interviews

College program: Getting lists of international students receiving needs based scholarships so they can attend for a reduced rate

One on one orientation phone calls

College program: weekly

Phone calls with families

Personal follow up phone calls for help with form completion

Staff leading trips call families

A page on our website that offers resources for participants on what it can look like to travel abroad with many different identities

Payment plans already. Working in securing grants



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Open ended questions when it comes to medical intake and physical capabilities.

Pictures and realistic program descriptions/media

College program: weekly "open houses" to learn an outdoor skill on campus, in short 1 hr sessions

Working in securing grants to fully cover costs.

Spanish speaking staff able to complete intake call

Translated forms

Limit over reliance on social media for program information

In the state of Utah, we cannot use the term DEI or have specific programs catered to marginalized groups

Automated data entry to reduce risk. But still



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“How”

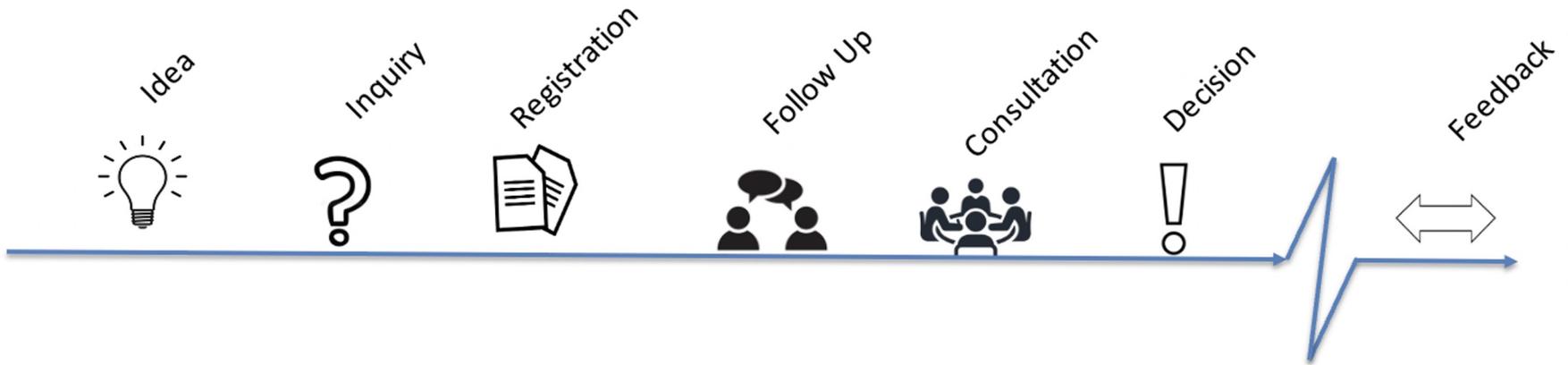
Design & Implement





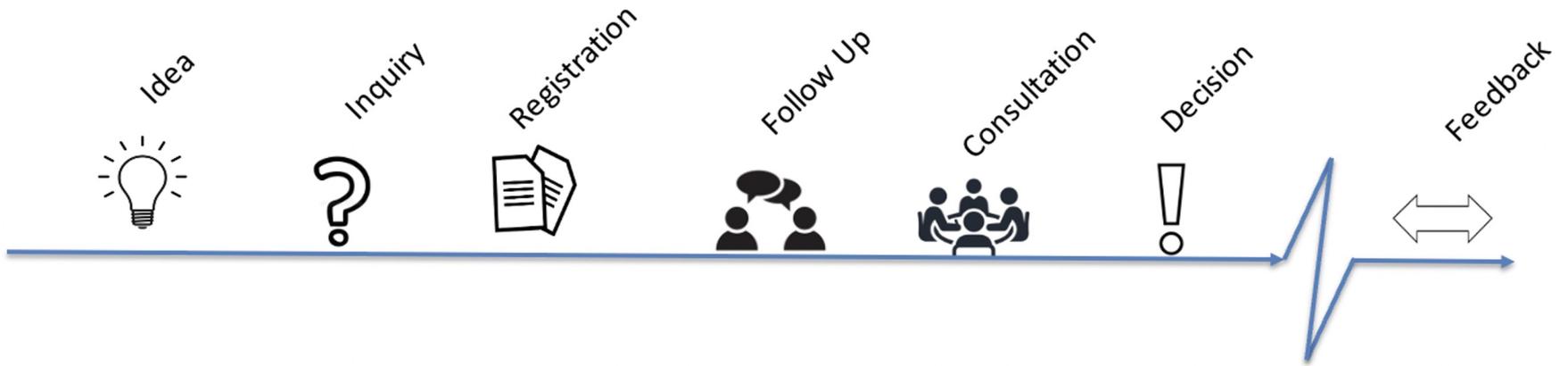
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the Build



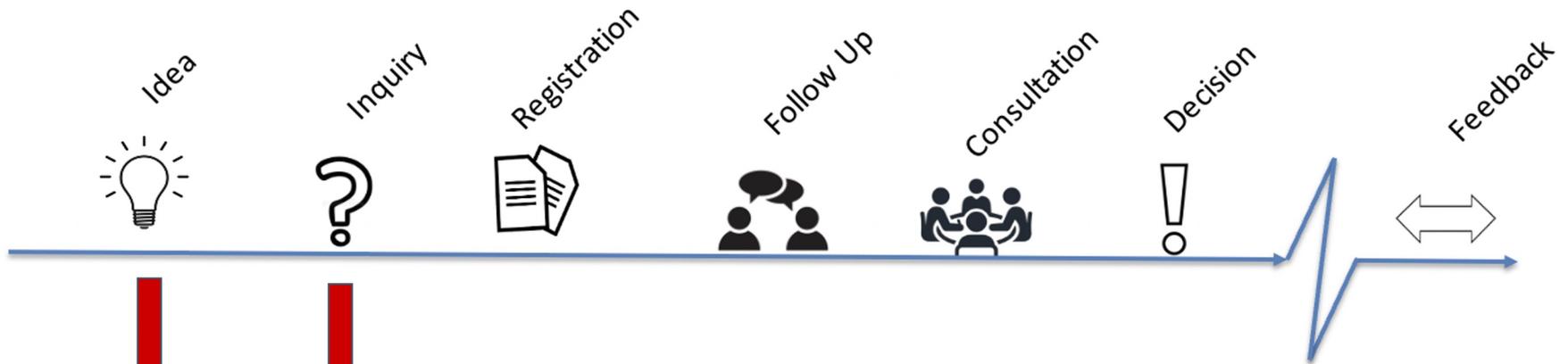


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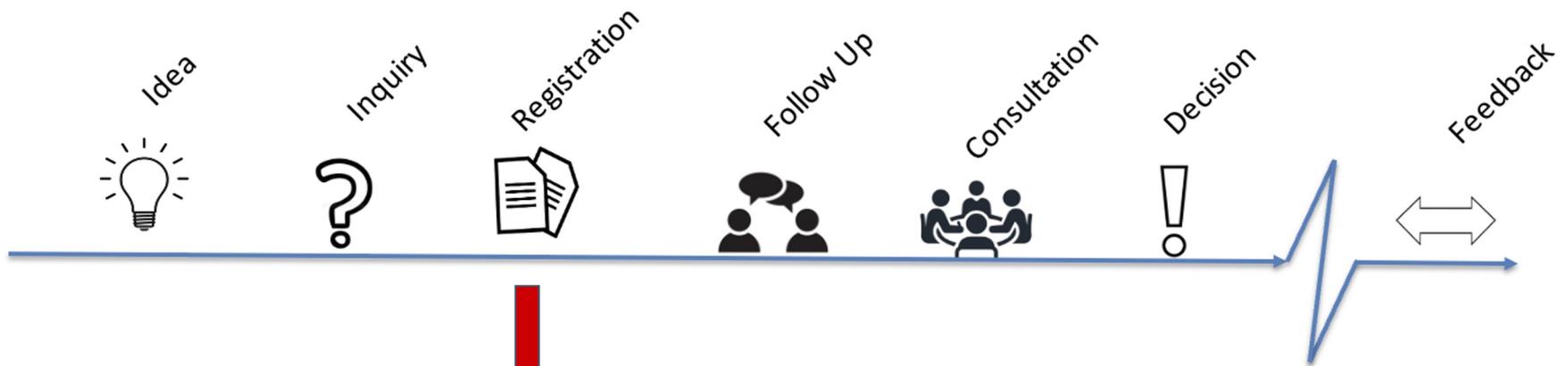
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- How do participants hear about you?
- Who answers questions?
- What general knowledge do they have coming into the program?



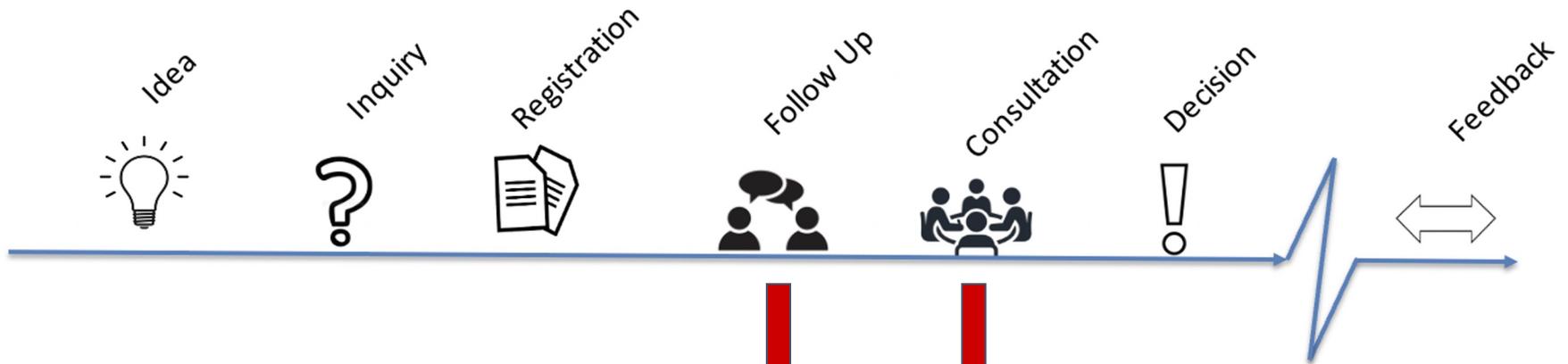
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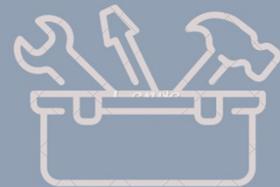
- How do they complete the process?
- Who is involved?
- What does it *LOOK* like?
- What does it *FEEL* like?



the Build



- Who reviews?
- What tools are used?
- Limitations?



- Critical Path
- Admissions Manual
- Advisors
- Admissions Matrix



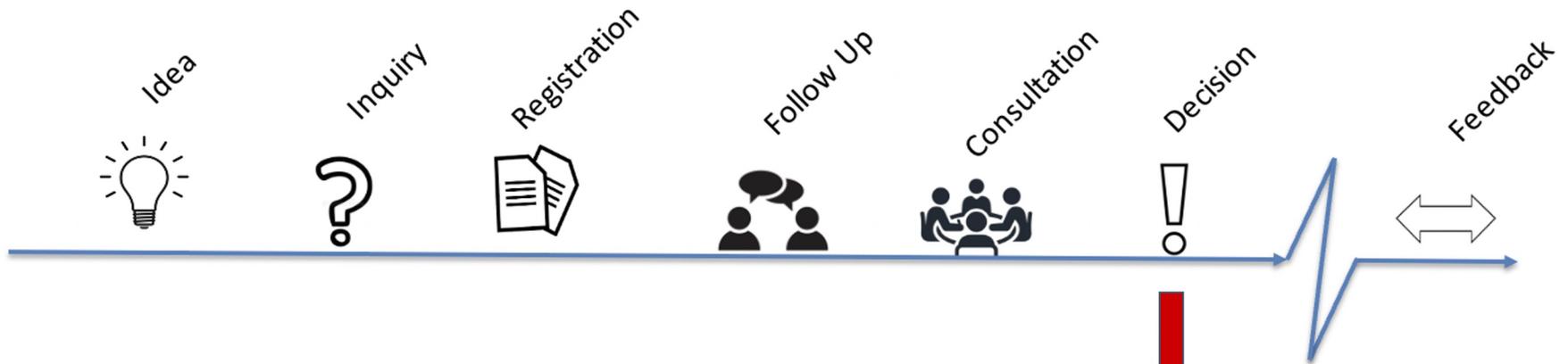
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“Within hours, your relationship will
surpass what we learn during intake.”





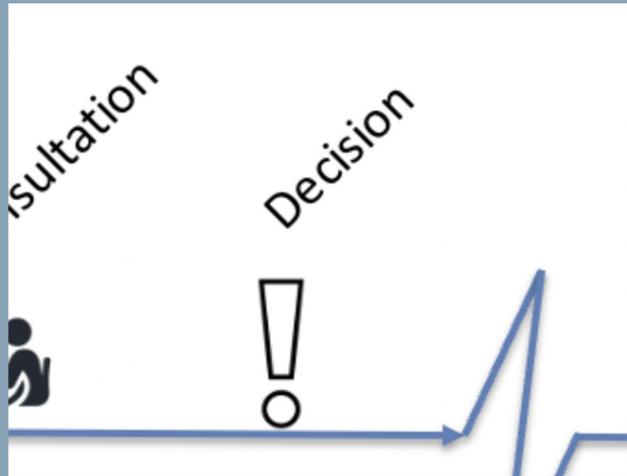
the Build



- Who has authority?
- How do we communicate this message?



the Decision



Tips for Success

- Decision making criteria is program-specific
- Have a critical path
- Tools and training for intake staff
- Include applicant (& parent/guardian) in the process
- Plan programs according to the group you are hosting

Not person specific!



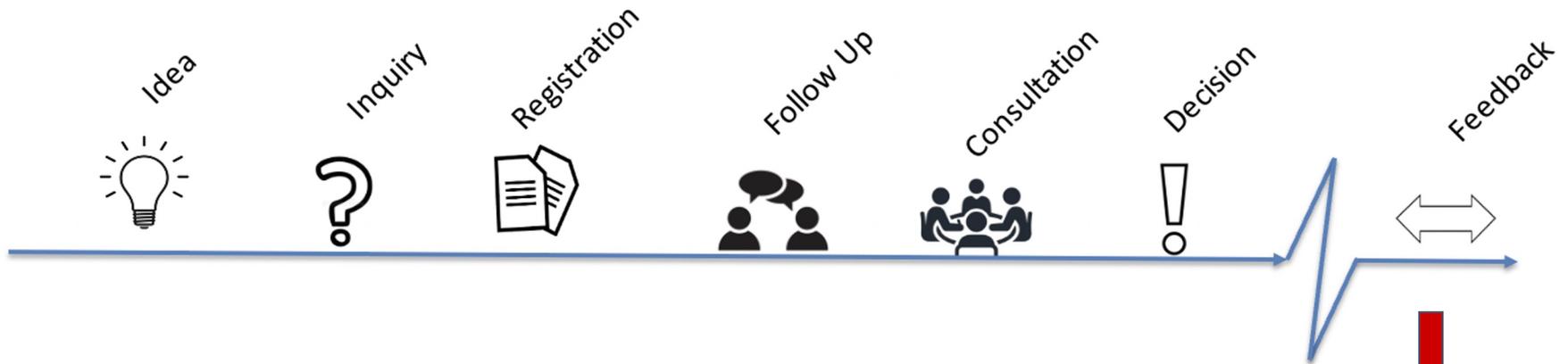
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“We are the experts on our program,
you are the expert on yourself.”





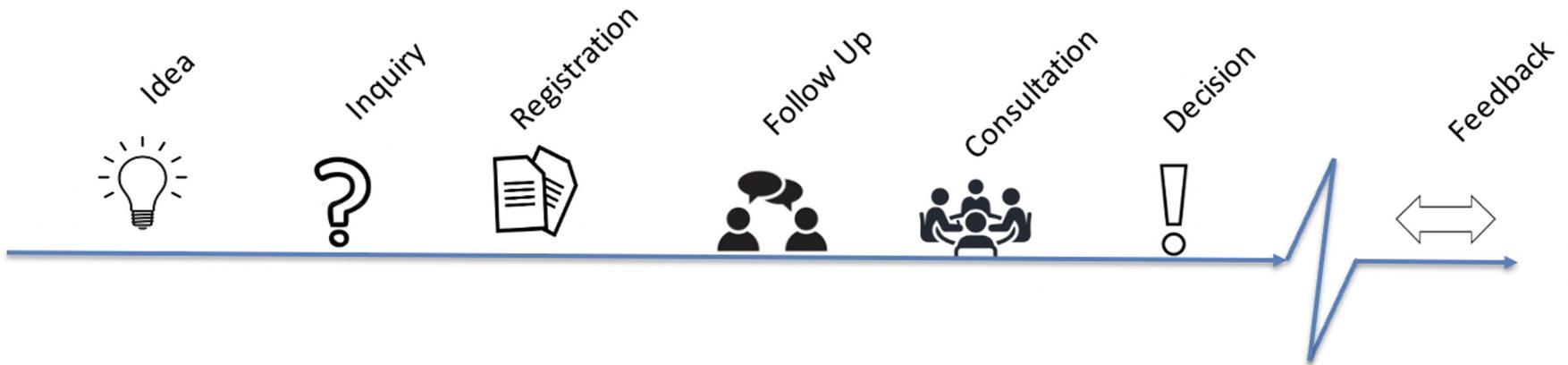
the Build



- Debrief & seek feedback
- Analyze Early Departures, Field Incidents & Applicants not approved



the Audit



For Each Step...

1. **HOW:** Outline how your client interacts with the organization
2. **BARRIERS:** Identify stop-gaps at each step, do they currently exist? Which barriers have you broken down already?
3. **TOOLS:** Identify where they are needed? What might they be?

Tips!

1. Put yourself in their shoes!
2. Be open-minded and trauma-informed!
3. Consider diversity: ethnic, cultural and societal factors!
4. Invite your colleagues to do the same!



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“Why” Needs & Preparations





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considering **Inclusivity**

- **Waivers**
- **Permissions**
- **Technical paperwork**
- **Physical health**
- **Mental health**
- **Dietary needs**
- **Social needs**
- **Emotional needs**
- **Cultural needs**
- **Learning needs**
- **Life experiences / Trauma responses**
- **Access to field resources**
- **Access to external resources**
- **Training and preparedness of field staff**
- **Insight of professionals**
- **Updating resources and systems regularly**
- **Include diverse voices in your review**
- **Language used during intake**
- **Approach to building rapport**
- **Communication strategies**
- **Alternative offers, when they cannot attend**
- **Duty to Accommodate**
- **Program planning: “Hindsight”**



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Thank You
Questions?

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