



## Character Development:

Identifying and analyzing unclassified subsets of the student population for the use of recruitment strategy and planning

*IRMA Research Summary*

# Objective of Study

- To identify minority subsets within the student population
- Use the international student population within the graduate colleges at a large Midwestern private university as a case study to create a student profile
- Share this information with admissions to help better understand how they can effectively recruit these students

# 'Character Development'



# Road to Character Development

1. Determine whether subset needs to be defined
2. Create a 'wish list' of what needs to be known about this group
3. Develop the Character
4. Deliver the results



# Is this worth exploring?

NOVEMBER 2012						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

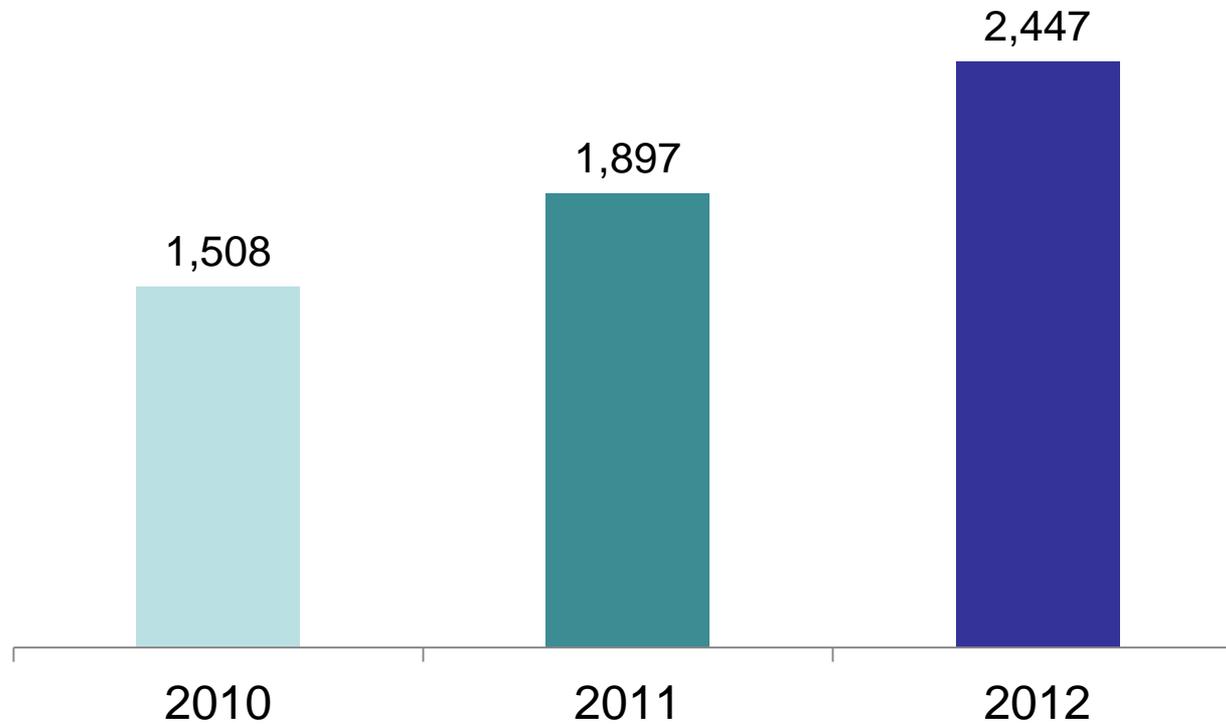
A green circle highlights the date 9th of November, which has a "HAPPY BIRTHDAY" card overlaid on it. The card features colorful flowers and the text "HAPPY BIRTHDAY" in a stylized font.



# Is anyone there?

The number of international graduate applications has increased over the past three years, but is this subset worth looking into?

## Enrolled International Graduate Students Fall 2008-2012

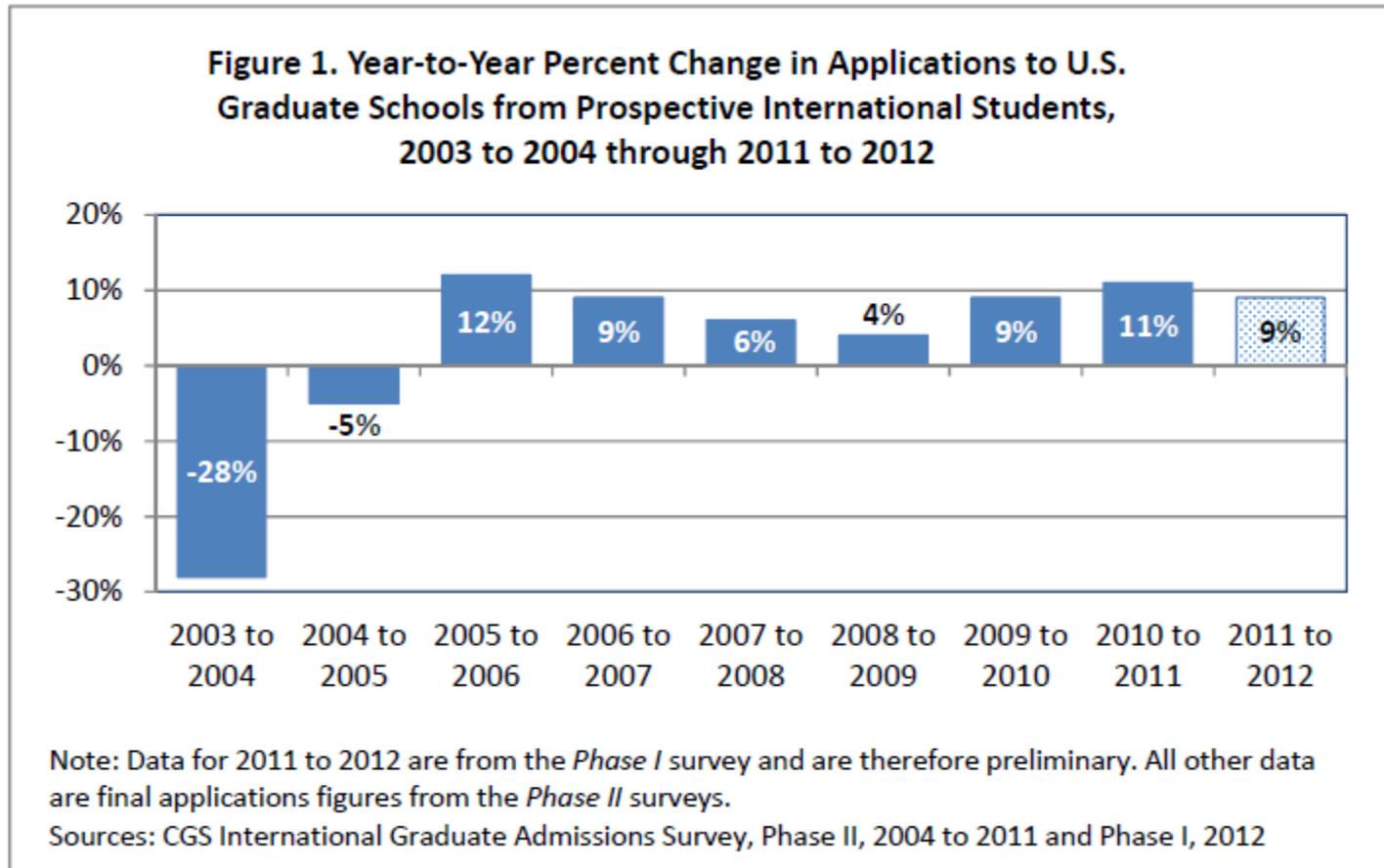


Source: CGS <http://www.cgsnet.org/benchmarking/international-graduate-admissions-survey>



# Is anyone there?

Starting with a broad search, we can see that International Graduate applications in the U.S. are increasing nationally.



Source: CGS <http://www.cgsnet.org/benchmarking/international-graduate-admissions-survey>

# Is anyone there?

Further research shows that this group applies to our specified institution.

**Table 3.** Change in International Graduate Applications by Institutional Control and Carnegie Classification, 2009 to 2010 through 2011 to 2012

	Final % Change in Applications 2009 to 2010	Final % Change in Applications 2010 to 2011	Preliminary % Change in Applications 2011 to 2012
<b>Total (All Institutions)</b>	9%	11%	9%
Public	7%	10%	8%
Private, not-for-profit	12%	16%	12%
<b>Doctoral Institutions</b>	9%	11%	9%
Public	7%	9%	8%
Private, not-for-profit	13%	16%	12%
<b>Master's-Focused Institutions</b>	3%	15%	-8%
Public	3%	16%	-20%
Private, not-for-profit	3%	12%	4%

Notes: Carnegie classifications are based on the 2010 Carnegie Classification of Institutions of Higher Education. Private, for-profit institutions and institutions classified as specialized or baccalaureate institutions are included in the totals but are not broken out separately.

Sources: CGS International Graduate Admissions Survey, Phase II, 2010 and 2011, and Phase I, 2012

That's us!



Source: CGS <http://www.cgsnet.org/benchmarking/international-graduate-admissions-survey>

# Road to Character Development



Determine whether subset needs to be defined

2. Create a 'wish list' of what needs to be known about this group

wishlist  
Get what you want





# Wish List

- How many international students are coming through the funnel (applications/admissions/enrollment)?
- Consistent reporting to monitor and forecast.
- What are the demographic breakouts of this group?
- Recommendations on how to balance this group amidst various external factors that effect international enrollment

# Road to Character Development



Determine whether subset needs to be defined



Create a 'wish list' of what needs to be known about this group

## 3. Develop the Character





# Classifying the Subset

- International breakout: students from another country who are already in the U.S. vs. students who are in another country applying to college
- Domestic students
- Completed vs. Incomplete Applications

# International student Applications, Admits and Enrollment Fall 2011-2012

Complete Applications				
	Fall 2011	Fall 2012	Difference	% Difference
International student, lives in US	106	159	53	50%
International student, lives in foreign country	1,812	2,134	322	18%
US citizen	4,105	4,375	270	7%

Incomplete Applications				
	Fall 2011	Fall 2012	Difference	% Difference
International student, lives in US	39	44	5	13%
International student, lives in foreign country	490	223	-267	-54%
US citizen	1,160	982	-178	-15%

Admits				
	Fall 2011	Fall 2012	Difference	% Difference
International student, lives in US	71	86	15	21%
International student, lives in foreign country	888	823	-65	-7%
US citizen	2,570	2,547	-23	-1%

Enrolled				
	Fall 2011	Fall 2012	Difference	% Difference
International student, lives in US	48	56	8	17%
International student, lives in foreign country	391	374	-17	-4%
US citizen	1,571	1,465	-106	-7%



# Regroup

- Monitor new changes in admissions process to evaluate the effect on enrollment
- Breakout table by college for better analysis
- Monitor new admission efforts to see if resulting in higher admissions by program
- Include intent to enroll in the table to gauge hypothesis that there is a high yield to enroll



# Implement Strategic Tools

## PEST Analysis

- Political
  - Domestic political changes, wars, foreign policy improvements
- Economical
  - U.S. economic climate, financial aid distribution, budget cuts
- Social
  - Diversity acceptance, accommodating diverse backgrounds, industry trends among top feeder countries
- Technical
  - Social Media growth and its impact on enrollment, global online classrooms,

# PEST Analysis: Political

Possible attractors or detractors to international enrollment



- **Saudi Arabia**

- Post 9/11 resulted in a strong dip in Saudi Arabian enrollment due to harshened travel restrictions.
- In 2005, new Saudi King Abdullah promoted modernization, science education, and foreign exposure resulting in an increase in international studies.
- In 2011, 66,000 students from Saudi Arabia were enrolled in a U.S. institution.

Source: WSJ 2012 <http://online.wsj.com/article/SB10001424052702304830704577492450467667154.html>

# PEST Analysis: Economic

Possible attractors or detractors to international enrollment



Source: [http://www.nafsa.org/File/\\_eis2011/USA.pdf](http://www.nafsa.org/File/_eis2011/USA.pdf)

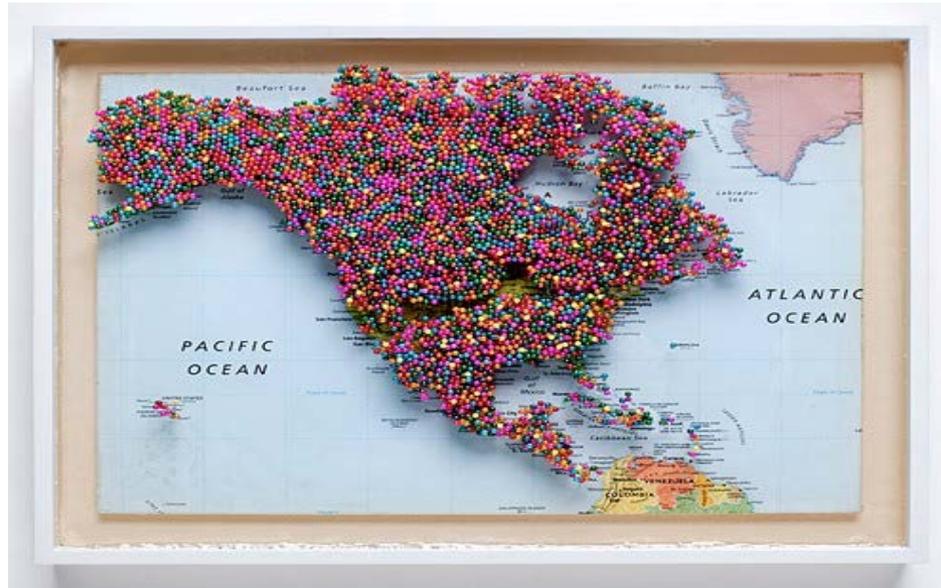
- **Economics Growth**

- The majority of international students are self funded which benefits institutions as well as the state and U.S. economy.
- In 2010-11, international student contributions to the U.S. was \$20.2 billion, \$945.7 of which was contributed from students in Illinois.
- Funding for programs such as StudyIllinois.info and EducationUSA.state.gov can help increase growth in international enrollment



# PEST Analysis: Social

Possible attractors or detractors to international enrollment



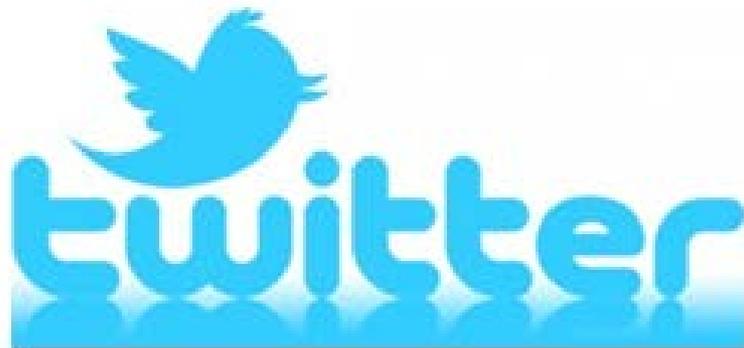
- **Emerging New Markets**

- Illinois has traditionally been among the top 6 states with the highest international student population.
- States with historically lower trends in international enrollment are strengthening their marketing efforts, causing more competition to emerge.
- Newer generations of international students showing increased interest in a wider range of states.

Source: WES Trends in International Student Mobility <https://www.wes.org/ras/TrendsInInternationalStudentMobility.pdf>

# PEST Analysis: Technical

Possible attractors or detractors to international enrollment



- **Social Media**

- Relevance, Speed, Cost and Personalization are some of the main advantages that social media can provide.
- International prospective students can more easily connect with international alumni and students for a comparable look at student life.
- Colleges have the ability to expand their already existing marketing services to share their brand identity in a new outlet.

Source: WES Trends in International Student Mobility <https://www.wes.org/ras/TrendsInInternationalStudentMobility.pdf>

# Road to Character Development



Determine whether subset needs to be defined



Create a 'wish list' of what needs to be known about this group



Develop the Character

4. Deliver the results



# Deliver Results

- Web summary for reporting and forecasting
- Presentations to further investigate trends in data
- Market News newsletter for PEST updates

# Road to Character Development

-  Determine whether subset needs to be defined
-  Create a 'wish list' of what needs to be known about this group
-  Develop the Character
-  Deliver the results

# Thank You!

[ccastel3@depaul.edu](mailto:ccastel3@depaul.edu)