RE-DEFINING THE
ENROLLMENT FUNNEL
NAFSA Bi-Regional Conference
16 October 2012 in San Juan, Puerto Rico

* Cheryl DarrupBoychuck, USjournal and FundsV
* Pamela Barrett, i-graduate and Barton Carlyle
* Dickie Hargrave, University of North Texas
* Parvin Bagherpour, Houston Community College
* Sharon Butler, peerTransfer
Re-Defining the Enrollment Funnel

A. Student-to-student testimonials via YouTube, webinars and country-based web pages

B. Rapid conversion to applicant: skipping past contact cards to go straight to pre-application

C. Increasing yield by simplifying application process and avoiding misunderstanding by assisted application (application clinics etc.)

D. Pre-arrival communication driven by Welcome Center and Student Ambassadors (in their language and just-in-time information when they need it eg. housing, insurance, meningitis)

E. Enrollment assistance for sponsored students to make their course selection a simple and sure process. ESL / conditional admission information session and counseling for a smooth transition to a UNT degree program.

Keep it simple!
Re-Defining the Enrollment Funnel

Dictated by the student

Potentials
Aware
Interested
Contacts
Prospects
c Applicants
D Admits
E Matrics

Source
Qualify
Court
Convert
Close

Insight from the ISB on International Enrollment Management
What is the International Student Barometer?

- The International Student Barometer (ISB) is the largest annual study of international students in the world, with feedback from over 170,000 respondents each year, now more than 1.4 million responses since 2005.
- The ISB has run at more than 700 institutions in 24 countries.
- Tracks decision-making, expectations, perceptions and experiences of currently enrolled international students at participating institutions.
- Institution-specific results compared against comparator groups, national and international benchmarks.
- Reporting confidential and customised to each institution, public data is aggregated.

Participants Global ISB 2011

<table>
<thead>
<tr>
<th>Australia</th>
<th>Malaysia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td>Netherlands</td>
</tr>
<tr>
<td>Estonia</td>
<td>New Zealand</td>
</tr>
<tr>
<td>Finland</td>
<td>Singapore</td>
</tr>
<tr>
<td>Germany</td>
<td>South Africa</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>Sweden</td>
</tr>
<tr>
<td>Ireland</td>
<td>UK</td>
</tr>
<tr>
<td>Italy</td>
<td>USA</td>
</tr>
</tbody>
</table>

209,422 international students responded to the 2011 survey from 238 institutions in 16 countries.
Re-Defining the Enrollment Funnel

USA Participants ISB 2011

Indiana University Bloomington
Indiana University-Purdue University Indianapolis
University of Cincinnati
Kent State University
SUNY: Stony Brook, FIT, Albany, New Paltz, Oswego, Plattsburgh
Arizona State University
Colorado State University
Michigan State University
Western Michigan University
De Paul University
Iowa State University
University of Pittsburgh
George Washington University
Drexel University
Northeastern University
Long Island University

(Reaction 19,035)

Dimensions of the ISB questionnaire

Pre-arrival
Destination Choice
Application process
Social Media

Experience
Arrival Learning Support

Other:
Agents
Funding sources

BREAKDOWNS BY:
✓ Age
✓ Gender
✓ Nationality
✓ Level of study
✓ Subject/major
✓ Location

Copyright © IGI Services 2009

NAFSA Bi-Regional Conference, 16 Oct 2012
Recruitment drivers:
- Students’ perceptions of destination
- Decision making factors
- Drivers of recommendation

Retention drivers:
- Student Satisfaction

Value of insight in enrollment management

What factors are important in study destination choice? USA

Teaching quality
Qualification reputation
Institution reputation
Reputation of education system
Personal safety
Department reputation
Research quality
Earning potential
Cost of living
Cost of study
Ranking position
University Scholarship/Bursary

Sample: International students, USA vs Global
Question: How important were the following factors when deciding where to study? (% important)
Wave: ISB Fall 2011

USA ISB (5,277)

Importance of the academic program

Copyright © IGI Services 2009
Re-Defining the Enrollment Funnel

Sample: International students, USA vs Global
Question: How important were the following factors when deciding where to study? (% important)
Wave: ISB Fall 2011

What factors are important in study destination choice?

- Teaching quality
- Qualification reputation
- Institution reputation
- Reputation of education system
- Personal safety
- Department reputation
- Research quality
- Earning potential
- Cost of living
- Cost of study
- Ranking position
- University Scholarship/Bursary

Sample: International students, USA vs Global
Question: Which of the following factors helped you to choose your institution? (% helped)
Wave: ISB Fall 2011

What factors/channels help students choose study destinations? USA

Sample: International students, USA vs Global
Question: Which of the following factors helped you to choose your institution? (% helped)
Wave: ISB Fall 2011

Expectations around financial support

Varies according to market/country
Chinese students in USA: Parents relatively more influential than for Chinese students globally

Sample: Chinese students, USA ISB vs Global ISB
Question: Which of the following factors helped you to choose your institution? (% helped)
Wave: ISB Fall 2011

Indian students in USA: Friends and current students relatively more influential than Indian students globally

Sample: Indian students, USA ISB vs Global ISB
Question: Which of the following factors helped you to choose your institution? (% helped)
Wave: ISB Fall 2011
Re-Defining the Enrollment Funnel

Influencers over destination choice? Role of Social networks

Sample: International students, Global ISB vs USA ISB
Question: Are you aware of this university's presence on any of the following social networking sites? (% aware)
Wave: ISB Fall 2011

Influencers over destination choice? Role of Social networks

Sample: International students, Global ISB vs USA ISB
Question: How helpful were the university's social networking sites in...? (% helpful)
Wave: ISB Fall 2011
### Student satisfaction: A global perspective

<table>
<thead>
<tr>
<th></th>
<th>Country 1</th>
<th>Country 2</th>
<th>Country 3</th>
<th>USA</th>
<th>Country 4</th>
<th>Country 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival Overall</td>
<td>87%</td>
<td>88%</td>
<td>86%</td>
<td>85%</td>
<td>81%</td>
<td>87%</td>
</tr>
<tr>
<td>Learning Overall</td>
<td>83%</td>
<td>86%</td>
<td>84%</td>
<td>88%</td>
<td>85%</td>
<td>87%</td>
</tr>
<tr>
<td>Living Overall</td>
<td>86%</td>
<td>87%</td>
<td>86%</td>
<td>86%</td>
<td>83%</td>
<td>88%</td>
</tr>
<tr>
<td>Support Overall</td>
<td>87%</td>
<td>90%</td>
<td>86%</td>
<td>90%</td>
<td>83%</td>
<td>90%</td>
</tr>
<tr>
<td>Overall Satisfaction</td>
<td>86%</td>
<td>89%</td>
<td>86%</td>
<td>88%</td>
<td>86%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Question: Overall measures (% satisfied / % would recommend)
Wave: ISB Fall 2011
Re-Defining the Enrollment Funnel

Perceptions of value: Drivers of recommendation (USA)

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Masters</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employability (0.27)</td>
<td>Employability (0.38)</td>
<td>Good teachers (0.34)</td>
</tr>
<tr>
<td>Course content (0.26)</td>
<td>Careers advice (0.38)</td>
<td>Work experience (0.34)</td>
</tr>
<tr>
<td>Quality lectures (0.26)</td>
<td>Course content (0.38)</td>
<td>Careers advice (0.33)</td>
</tr>
<tr>
<td>Careers advice (0.25)</td>
<td>Work experience (0.37)</td>
<td>Employability (0.33)</td>
</tr>
<tr>
<td>Good teachers (0.25)</td>
<td>Quality lectures (0.37)</td>
<td>Course content (0.33)</td>
</tr>
<tr>
<td>Work experience (0.24)</td>
<td>Research (0.35)</td>
<td>Research (0.32)</td>
</tr>
</tbody>
</table>

Sample: International students, USA ISB Learning elements by level of study
Question: ISB learning elements sorted by strength of relationship to student recommendation (r-value)
Wave: ISB Fall 2011

Recommendations from ISB findings

Improving student satisfaction (and retention) will depend on improving understanding of:

- The factors in student decision-making
- Important channels in decision making (influencers)
- Elements of the student experience that students most value
- Managing expectations by communicating effectively, particularly:
  - Outcomes of the education program
  - Cost and funding issues

For more info: pamela.barrett@i-graduate.org
Website: www.i-graduate.org/northamerica
Re-Defining the Enrollment Funnel

Cheryl@FundsV.com

NAFSA Bi-Regional Conference, 16 Oct 2012

R.O.I. = Difficult to track

Why the rise in anonymity?

- Personal Identity Management
- Trends in Transparency
- Decision Simplicity
- *Advertising-as-Interruption* is dead
Re-DDefining the Enrollment Funnel

http://www.forrester.com/Personal+Identity+Management/fulltext/-/E-RES60322
Re-Defining the Enrollment Funnel

International Student Scholarship and Cost Calculator

SUNY Plattsburgh offers scholarships to each accepted international student. We award scholarships based on your academic merit (high school average or transfer GPA), student type (Freshman or Transfer), and country of permanent residence.

Additional Information

- Determine what your grades equal in U.S. terms by visiting the Grade Equivalencies page

International Freshman Scholarships and Costs

Home Nation: China
High School Average: 94 (100 point scale)
SAT Critical Reading: 600 (800 maximum score)
SAT Mathematics: 600 (800 maximum score)

Estimate Freshman Scholarships and Costs

International Transfer Scholarships and Costs

Home Nation: China
Transfer GPA: 4.0 (4 point scale)

Estimate Transfer Scholarships and Costs

College Affordability and Transparency Center

Which colleges have the highest and lowest tuition and net prices?

Use the options below to generate a report on the highest (top 5%) and lowest (bottom 25%) academic year charges for each sector. Tuition reports include tuition and required fees. Net price is cost of attendance minus grant and scholarship aid. Data are reported by institutions and are for full-time beginning students.

Choose Sector

- Public, 4-year or above
- Private not-for-profit, 4-year or above
- Private for-profit, 4-year or above
- Public, 2-year
- Private not-for-profit, 2-year
- Private for-profit, 2-year
- Public, less-than-2-year
- Private not-for-profit, less-than-2-year
- Private for-profit, less-than-2-year

Choose Report Type

- Highest Tuition
- Highest Net Price
- Lowest Tuition
- Lowest Net Price

Generate Report
Re-Defining the Enrollment Funnel

MyUniversity.gov.au

Comparison Results

<table>
<thead>
<tr>
<th>Provider logo</th>
<th>II Information Technology (BS) The University of Queensland</th>
<th>Bachelor of Information Technology (B.I.T.) Griffith University</th>
<th>Bachelor of Information Technology (B.I.T.) Queensland University of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of offer</td>
<td>2012</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Higher education provider</td>
<td>The University of Queensland</td>
<td>Griffith University</td>
<td>Queensland University of Technology</td>
</tr>
<tr>
<td>Campus</td>
<td>STUDIO, QLD 4072</td>
<td>Gold Coast, QLD 4215</td>
<td>Kelvin Grove, QLD 4059</td>
</tr>
<tr>
<td>Award</td>
<td>Bachelor’s Pass</td>
<td>Bachelor’s Pass</td>
<td>Bachelor’s Pass</td>
</tr>
<tr>
<td>Course level</td>
<td>Undergraduate</td>
<td>Undergraduate</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Field of education</td>
<td>Information Technology, Society &amp; Culture</td>
<td>Information Technology, Communication &amp; Media Studies n.e.c.</td>
<td>Teacher Education: Secondary</td>
</tr>
<tr>
<td>Duration (equivalent full-time study)</td>
<td>4 years</td>
<td>4 years</td>
<td>4 years</td>
</tr>
<tr>
<td>Additional entry criteria</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Apply through (link opens new window)</td>
<td>OFFICER</td>
<td>OFFICER</td>
<td>OFFICER</td>
</tr>
<tr>
<td>ATAR Cut-Off Scores (2011 - non Queensland)</td>
<td>78.85</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Commonwealth supported students (formerly known as HECI places)</td>
<td>1081</td>
<td>N/A</td>
<td>1374</td>
</tr>
<tr>
<td>Domestic fee-paying students</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Commonwealth supported students (formerly known as HECI places)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Domestic fee-paying students</td>
<td>$6,465</td>
<td>$9,757</td>
<td>$8,196</td>
</tr>
<tr>
<td>Commonwealth supported students (formerly known as HECI places)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Process > Promotion

PROSPECTS

APPLICANTS

ADmits

MATRICULANTS

GRADUATES

ACTIVE DONORS

ACTIVE RECRUITERS

ALUMNI

CONTINUING STUDENTS

MyUniversity.gov.au

NAFSA Bi-Regional Conference, 16 Oct 2012
Re-Defining the Enrollment Funnel

International Admissions Flow Chart for USA

Student applies to University → Student submits required documents → Additional competency tests required? → No → Student applies and sits for Competency Testing → Competency Test Results → Yes → Student record imported into OISS

No → Student submits financial information through bank → Submit Competency Test Results → Yes → Student record created in campus database system

No → OISS prepares immigration packet to be sent by Dept

Student receives immigration packet → Student applies and sits for Competency Testing

Student pays for SEVIS fee online and schedule for a visa interview appointment → Student goes through visa interview, and may be subject to additional security clearance check → Student receives visa entry stamp and prepares to come to the U.S.

Student arrives in the U.S. → OISS verifies documentation received and requests any missing pieces from school or student → OISS receives ISI student packet from school with completed checklist

OISS creates record in government’s SEVIS database and prints I-20/DS-2019

Marketers Have It Wrong: Forget Engagement, Consumers Want Simplicity

In a world where brands are constantly fighting for attention, many marketers are asking themselves a key question: What is the best way to impact purchase decision and brand loyalty? The answer they are likely arriving at is that they should engage potential and current customers via social media. After all, consumers are all about social media, right? Wrong.

The Real Job Creators: Consumers

The IBM Institute for Business Value found that 60-65% of business leaders who believe that consumers follow their brands on social media sites because they want to be a part of a community. Only 25-30% of consumers agree. The top reason consumers follow a brand? To get discounts – not exactly ideal for a company’s bottom line.
Campus Case Study

Dr. Parvin Bagherpour
Houston Community College
International Student Services
PDSO and Associate Vice Chancellor
for Intentional Student Services & Study Abroad

- **Houston Community College is one of the largest institutions of higher education in the country with more than 70,000 students each semester, including 6,250 international students from 147 countries. HCC has more international students than any other community college in the country.**

Why they come...

- Open Door Institution
- Variety of Education
- Transfer Plan
- Accessibility
- Retention
Effective Marketing Strategies

- Student Services – student satisfaction
- Networking with local colleges and universities
- Website
- Personalized Communication
- International Outreach

Morphing Marketing, Operations

Evaluation of foreign students’ credentials may be getting short shrift

Submitted by Elizabeth Redden on July 26, 2012 - 3:00am

For a case study of what can go wrong in international student admissions and enrollment, look no further than North Dakota’s Dickinson State University.

An audit released earlier this year found that the university admitted students to programs it offered jointly with Chinese and Russian universities even though they lacked standardized English proficiency test scores and official transcripts; at least 15 students fell short of the 2.0 grade point average cut-off. Dickinson State received very little documentation directly from its partner institutions in China and Russia. Instead, the university relied almost wholly on information from overseas agents.

FundsV empowers consumers
- Secure bank account balance verifications
- Consumers point their data to authorized host
- Robust alternative to paper bank statements
- Minimizes opportunity to manipulate documents
- Host retains full authority in how to use the data

What’s Next?
- Encourage host governments to recognize data feed
- Advance global standards, via new SWIFT message
- Tap into group-gifting and crowd-funding sources
- Integrate data transfer with actual transfer of funds
International students need a streamlined payment experience from the start

Problem Statement: International Students are given very little guidance and support when it comes to the payment process. They are faced with many challenges including high exchange rates, costly banking fees, missing and delayed payment confirmations.

Challenges for Students & Parents

- Unfamiliar with the payment process
- Time difference and language barriers
- Missing Funds - Short balances
- Inflated currency exchange rates and transaction fees that drive up the cost of attendance
- Delayed confirmation of payment (address)
- Traveling with large amounts of cash

What students are looking for:

- Convenience
- Cost Effectiveness
- Friendly Service
- Secure Payment Process
- Around the clock support

How peerTransfer Solves

Delivering a secure, streamlined payment solution saving time & money for schools and students

Verification

Do you have students or faculty from a sanctioned country? Are you sure they are not in OFAC or Interpol watch-list?? When was the last time you checked???

Batch of Payments

Due Diligence:
Lvl 1 (analyze similarities and logic)
Lvl 2 (analyze info in public web)
Lvl 3 (Authorization from OFAC)
Lvl 4 (Request info from school)
Lvl 5 (Reporting with OFAC)

The names are filtered through an updated OFAC and 34 other international watch-lists database.

False-positive

Suspicious Student
Lifetime Engagement Management

LIFELONG RELATIONSHIPS

Do I know you?     Prospect
You have my attention. Open
I want to know more. Inquiry
We should see more of each other. Visitor
I swear I’m only seeing you. Applicant
No really, I’m yours. Enrollee
I can’t imagine being without you. Matriculant

RE-DEFINING THE ENROLLMENT FUNNEL
NAFSA Bi-Regional Conference
16 October 2012 in San Juan, Puerto Rico

* Cheryl DarrupBoyduck, cheryl@USjournal.com
* Pamela Barrett, pamela@bartoncarlyle.com
* Dickie Hargrave, Dickie.Hargrave@unt.edu
* Parvin Bagherpour, pr.bagherpour@hccs.edu
* Sharon Butler, sharon@peertransfer.com