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

IRMA Research Summary

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Institutional Research & Market Analytics
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?
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1,508</td>
</tr>
<tr>
<td>2011</td>
<td>1,897</td>
</tr>
<tr>
<td>2012</td>
<td>2,447</td>
</tr>
</tbody>
</table>

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.

Figure 1. Year-to-Year Percent Change in Applications to U.S. Graduate Schools from Prospective International Students, 2003 to 2004 through 2011 to 2012

Note: Data for 2011 to 2012 are from the Phase I survey and are therefore preliminary. All other data are final applications figures from the Phase II surveys.


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.

That’s us!

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

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.

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
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

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2. 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

<table>
<thead>
<tr>
<th>Complete Applications</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>International student, lives in US</td>
<td>106</td>
<td>159</td>
<td>53</td>
<td>50%</td>
</tr>
<tr>
<td>International student, lives in foreign country</td>
<td>1,812</td>
<td>2,134</td>
<td>322</td>
<td>18%</td>
</tr>
<tr>
<td>US citizen</td>
<td>4,105</td>
<td>4,375</td>
<td>270</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incomplete Applications</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>International student, lives in US</td>
<td>39</td>
<td>44</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>International student, lives in foreign country</td>
<td>490</td>
<td>223</td>
<td>-267</td>
<td>-54%</td>
</tr>
<tr>
<td>US citizen</td>
<td>1,160</td>
<td>982</td>
<td>-178</td>
<td>-15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admits</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>International student, lives in US</td>
<td>71</td>
<td>86</td>
<td>15</td>
<td>21%</td>
</tr>
<tr>
<td>International student, lives in foreign country</td>
<td>888</td>
<td>823</td>
<td>-65</td>
<td>-7%</td>
</tr>
<tr>
<td>US citizen</td>
<td>2,570</td>
<td>2,547</td>
<td>-23</td>
<td>-1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrolled</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>International student, lives in US</td>
<td>48</td>
<td>56</td>
<td>8</td>
<td>17%</td>
</tr>
<tr>
<td>International student, lives in foreign country</td>
<td>391</td>
<td>374</td>
<td>-17</td>
<td>-4%</td>
</tr>
<tr>
<td>US citizen</td>
<td>1,571</td>
<td>1,465</td>
<td>-106</td>
<td>-7%</td>
</tr>
</tbody>
</table>
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

- **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

Source: [http://www.nafsa.org/_/File_/eis2011/USA.pdf](http://www.nafsa.org/_/File_/eis2011/USA.pdf)
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
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Deliver Results

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