Measuring the Return on Investment of International Education Fairs

NAFSA 2014 Annual Conference
29 May 2014
San Diego, California

The Brenn-White Group

Session Learning Objectives

In 75 minutes, participants will:

- understand how to set "SMART"(specific, measurable, attainable, relevant, and time-bound) goals for attending an education fair
- know which key metrics they want to measure for their own fair participation, as well as how to measure them
- improve their results at fairs by applying best practices and implementing processes that encourage ongoing improvement

Setting Great Goals

Why does this matter?

Exercise on Setting Goals: Part 1

Step 1:
Write down one goal for your office that can be impacted by participating in a student recruitment fair.
(2 mins)

Step 2:
Identify one hurdle to measuring the impact of the fair on that the goal.

(2 mins)

Step 3:
Share with one person sitting next to you.
(2 mins)

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Setting Goals

- SMART goals
  - Specific
  - Measurable
  - Attainable
  - Relevant
  - Time-based
- ~~"We want more students from Asia"~~….
- "We want to increase the overall number of applicants from China, Korea, and Vietnam by at least 15% each within two years."

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Activity vs. Performance Goals

Activity	Performance
• Fairs attended • Discussions at booth • Interviews held • Brochures distributed • Miles traveled…. • ???	• More/better leads • More/better applications • More/better enrollments • "Profile raising" • ???

Exercise on Setting Goals: Part 2

Work with your partner to "SMART"-ify your goals and find ways to measure results at the fair. (5 mins)

- Specific
- Measurable
- Attainable
- Relevant
- Time-based

Return on Investment of Higher Education Fairs

Findings of Fair Evaluations
&
## Methodical Approach to Measure the Results and Effects of HE Fairs

Dorothea Neumann, DAAD

DAAD Deutscher Akademischer Austausch Dienst
German Academic Exchange Service

DAAD – German Academic Exchange Service

■ **DAAD is a non-profit association of German HEI and student bodies, founded in 1925. Today: 70 DAAD offices in 58 countries**

■ **DAAD has been organizing the participation of German HEI in international fairs since the end of the 1990ies**

■ **Development of HEI fair participation in recent years:**
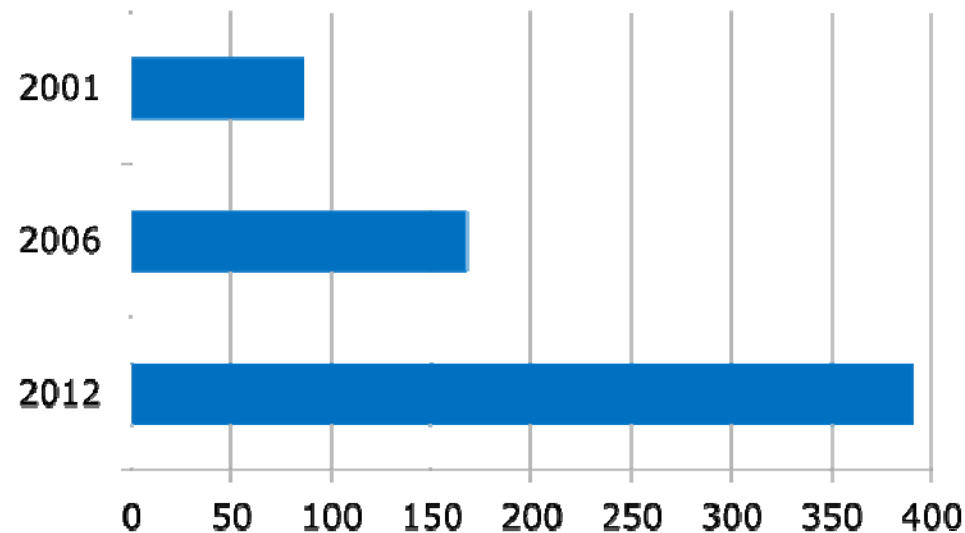
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2

Evaluation Projects: Measuring the Impact of Fairs

- **On Individual level: Visitors of International Recruitment Fairs**

- **On Institutional level: Participating H.E. Institutions**

- **On the level of the DAAD worldwide**

- **On the level of the Higher Education System**

Measuring Impact: Visitors of Recruitment Fairs

- **Online-pre-registration & registration on the spot:
  e.g. information on the level and quality of education**

- **Webinars before and after the event**

- **Online-PhD-matchmaker: One-to-one recruitment for PhD
  research positions and PhD programs, in combination
  with H.E. fairs**

- **External evaluation: Questionnaires on the spot and
  afterwards (6-12 months after the event)**

- **External evaluation: Questionnaires sent to international
  students in Germany**

Measuring Impact: Participating H.E. Institutions

Online questionnaires after the event

- **Recruitment of qualified students (BA, MA, PhD)**

- **Initiating and fostering H.E. cooperation: exchange programs, joint degrees, research collaborations**

- **Alumni work**

- **Branding**

- **Deeper knowledge of the H.E. landscape**

- **Market research: getting to know the target group**

- **Visit of local H.E.I. and Schools**

Measuring Impact: Participating H.E. Institutions

■ **Feedbacks on recruitment fairs in 2013**

Objectives	China Education Expo		Student Fair Russia & Ukraine		Promotion Tour Brazil		EuroPosgrados Colombia		Romanian International University Fair		Average in %
Recruitment of Bachelor Students	27%	5	54%	3	39%	5	31%	6	63%	3	43
Recruitment of Master Students	80%	1	79%	2	84%	1	85%	2	63%	2	78
Recruitment of PhD Students	43%	3	46%	5	56%	3	46%	5	36%	5	45
Alumni	20%	6	34%	6	5%	7	30%	7	0%	7	18
Branding of the Institution	70%	2	80%	1	67%	2	92%	1	81%	1	78
Initiating New H.E. Partnerships	20%	7	34%	7	50%	4	69%	3	45%	4	43
Fostering Existing H.E. Partnerships	30%	4	46%	4	39%	6	54%	4	18%	5	37

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Measuring Impact: Participating H.E. Institutions

Findings

- **The top two objectives to participate in international H.E. fairs are the recruitment of Master students and the branding of the institution.**

- **In countries such as China and India where institutional partnerships are already well established, the set-up of new cooperation programs seems to be less important than the fostering of existing relations.**

- **Overall impression: Alumni work does not play an important role in recruitment yet, despite the fact that Alumni could function perfectly as ambassadors for their alma mater. This seems to be a potential not fully realized yet.**

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Measuring Impact: DAAD Offices Worldwide

How did you learn about the DAAD? (2011)
Possible answers: *DAAD Offices, German Embassy and Consulates, Fairs, Local Universities, Internet, DAAD Lecturers, Friends, Media,…*
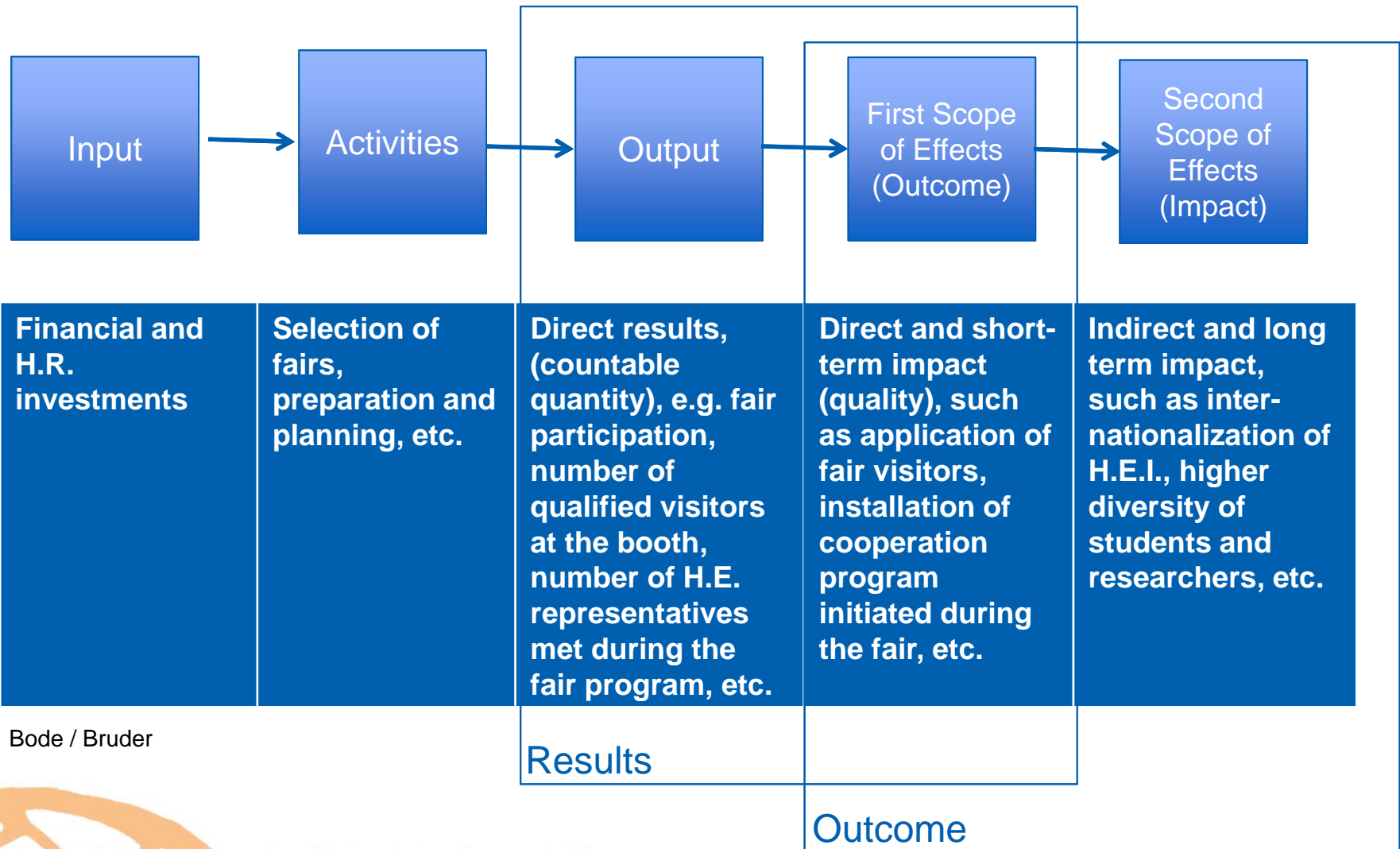
Answer: Fairs

Region	Ranking
North America	2nd place (15 %)
Latin America	3rd place (13 %)
Asia / Pacific	3rd place (17 %)
Middle East / SW Asia	1st place (50 %)
East and Central Europe	3rd place (16 %)
Western Europe	2nd place (15 %)
Africa	4th place (11 %)

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Methodical Approach to Measure the Effects of HE Fairs

Input	Activities	Output	First Scope of Effects (Outcome)	Second Scope of Effects (Impact)
Financial and H.R. investments	Selection of fairs, preparation and planning, etc.	Direct results, (countable quantity), e.g. fair participation, number of qualified visitors at the booth, number of H.E. representatives met during the fair program, etc.	Direct and short-term impact (quality), such as application of fair visitors, installation of cooperation program initiated during the fair, etc.	Indirect and long term impact, such as inter-nationalization of H.E.I., higher diversity of students and researchers, etc.

Bode / Bruder

Results

Outcome

Stage Model of Advertising Effect

Instruments of communication	Attention	Under-standing	Attitude	Desired action	Repitition of action

Formulated is not perceived

Perceived is not understood

Understood is not agreed

Agreed is not done

Done is not achieved

Pre-economic (psychological) impact

Economic impact

Starting points to measure impact and results

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Some Examples of Findings

■ **Cognitive results and effects**

-> **80 % of the visitors at the booth confirm that they got the information they were looking for**

■ **Affective results and effects**

-> **Visits at the booths generated a higher interest in the German research landscape**

■ **(Pre)-conative results and effects**

-> **More than half of the visitors had concrete plans to go to Germany for a research stay after they visited the fair**

-> **In many cases, the plans were newly raised through the fair visit or got more precise (specifically for doctoral candidates)**

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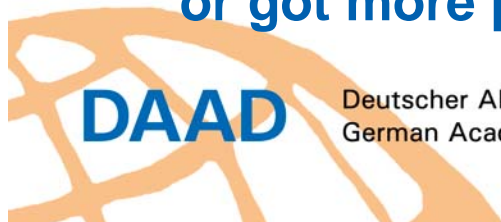
"In God we trust; all others must bring data."

William Edwards Deming
American statistic professor

Understanding Return on Investment

Understanding Return on Investment

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Recruitment Solutions

Set a Goal and a time frame

Hard Returns

Enrolments received:
within a year per $$ invested

Applications received:
within 6 months per $$ invested

Leads received:
during a fair per $$ Invested

Page views your website has received:
over a period of time per $$ invested

Soft returns

Establish presence in a new market

Brand awareness

Engagement with your brand

Evaluating both types is an indispensable part of the decision-making process.

ROI is a lot about Data

Data collection should not be a burden though. Collect just enough data to support your case.

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Clarity is key!

If you can't see clearly, you will have to guess . . .

Understanding Return on Investment

"If you don't measure it you can't manage it".

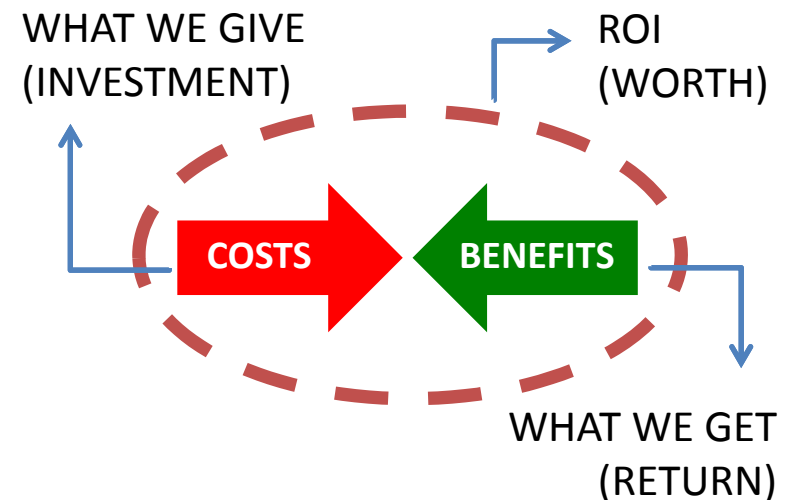# Understanding Return on Investment

So, how can we measure it?

Definition of ROI:

For a single-period review, divide the return (net profit) by the resources that were committed (investment):

Return on Investment (%) = (Net profit / Investment) × 100

Net profit = gross profit - expenses. So:

Return on Investment = (gain from investment - cost of investment) / cost of investment

WHAT WE GIVE (INVESTMENT)

ROI (WORTH)

COSTS

BENEFITS

WHAT WE GET (RETURN)

Looking at it this way is complicating, so let's look at an example . . .

Understanding Return on Investment

Using ROI (metrics you have access to) to compare service providers

Numbers make things a lot clearer

Cost per lead	Cost per application	Cost per enrolment
$ 5000 (Investment made)	$ 5000 (Investment made)	$ 5000 (Investment made)
_____ = $ 20 each	_____ = $ 200 each	_____ = $ 5000 each
250 Leads received in Return	25 Applications received in Return	1 Enrolments received in Return

Understanding Return on Investment

You are able now to quantify the return on one provider AND also compare different providers using ROI easy metrics

FAIR A	FAIR B
Cost per lead = 10 USD (3000 USD/300 leads)	Cost per lead = 20 USD (5000 USD/250 leads)
Cost per Application = 100 USD (3000 USD/30 applications)	Cost per Application = 500 USD (5000 USD/10 applications)

Conclusions:

Cost per lead at Fair B is 100% more expensive than Fair A

Cost per application at Fair B is 500% more expensive than Fair A

Understanding Return on Investment

Which provider brings a better ROI?

CLARITY IS KEY!!	FAIR A	FAIR B
	Cost per Enrolment 3000 USD each (1 enrolment)	**Cost per Enrolment 500 USD each** (10 enrolments)

Conclusion:

Fair A leads (prospective students) are very likely to be of low quality.

Understanding Return on Investment

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Recruitment Solutions

When you do NOT see the picture you can only guess

When you SEE the picture you no longer guess

The more you understand ROI the more power you have over your investments !!

SOME EDUCATION FAIRS OFFER SCANNING TECHLONOLOGY

Finding out the missing information

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Leads Received from attending a Student Fair

	A	B	C	D
	Name	Surname	Email	Country
	Deyson Javier	Villamiza Villamizar	deysonjavier@hotm	Colombia
	fernanda	gonzalez	maphe_fma@hotma	Colombia
	Marco Arturo	Becerra Arias	marco.a.becerra@g	Colombia
	Karen	Saravia	karentatianasara@h	Colombia
	Karin	Aguilar	nirak.imitola@gmail	Colombia
	Lidi	Cala Toloza	lidict07@gmail.com	Colombia
	Erika Nathaly	Becerra Castro	nalaty183@hotmail.	Colombia
	Gustavo	Ramos	gusramosfranco@h	Colombia
	Omar	Yanguma	omanyadu@hotmail	Colombia
	HAROLD YECID	AGUDELO GUTIERRI	Latinologo@hotmail	Colombia
	andrea	lamus	melilamus15@hotm	Colombia
	John Alexander	Portilla Patiño	johnportilla2010@g	Colombia
	Karen	Arango	karenarango2@hotr	Colombia
	Jhon Eduard	Ciro	cirogomez@hotmail	Colombia
	Maria Paula	Silva Wilches	mapaulasilva98@ho	Colombia
	Joan	Galvis	josagapa16@hotma	Colombia
	sebastian	balcazar	starfire0178@hotma	Colombia
	nancy juliana	blanco serrano	biancadiseno@gmai	Colombia
	Katherin	Arguello Romá n	Kathe_9028@hotma	Colombia
	Karen	Barrios	tatis003@hotmail.cc	Colombia
	Diana	Charry	dimacharry@hotma	Colombia
	andres	uribe	gerson_14_09@hotr	Colombia
	Zulay	Camelo	zulay.camelo@gmai	Colombia
	william harvey	Tirado	william-tp@hotmail.	Colombia
	mayra	peÃ±a	maleja_082@live.co	Colombia
	marlon alexande	pereira castellanos	Alex_pereira_18@hc	Colombia
	silvia catalina	parra jimenez	silviacata10@hotma	Colombia
	paola	delgado palacio	pao.del.29@gmail.c	Colombia

Cost per lead

Investment made
_____

Leads received in Return

Finding out the missing information

It takes little time from the DB admin in your University to cross reference your EXCEL Data with students who have applied/enrolled.

Cost per Application

Investment made /
App received in Return

Cost per Enrolment

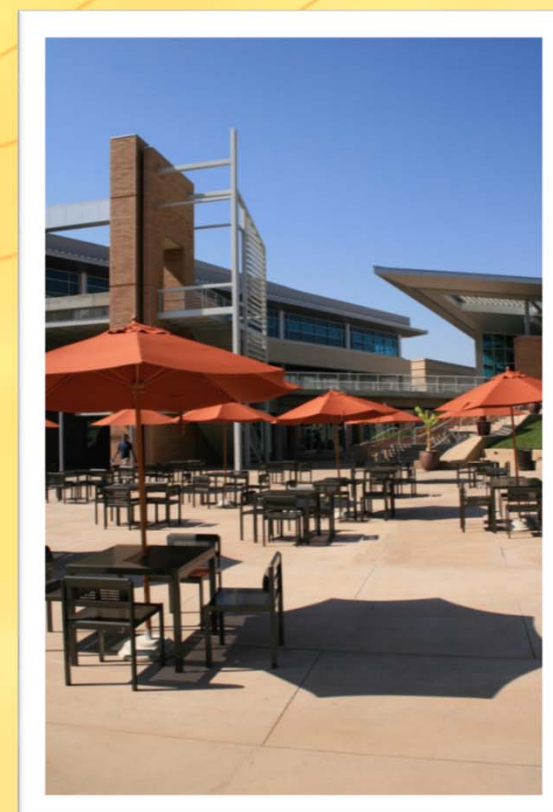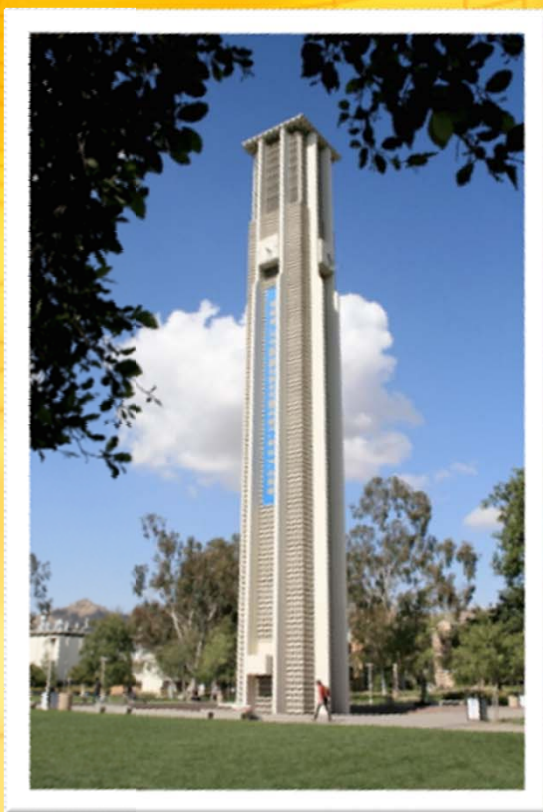Investment made /
App received in Return

	A	B	C	D	E	F	G	H	I
1									
2	**Name**	**Surname**	**Email**	**Date**	**Fair Name**	**Application**	**Enrolment**	**Application**	**Enrolment**
3						**6 Months Later**	**6 Months Later**	**12 Months Later**	**12 Months Later**
4	Deyson Javier	Villamiza Villamiz	deysonjavier@hotmail.com	Feb-14	**Fair A**	No	No	No	No
5	fernanda	gonzalez	maphe_fma@hotmail.com	Feb-14	**Fair A**	Yes	No	No	Yes
6	Marco Arturo	Becerra Arias	marco.a.becerra@gmail.com	Feb-14	**Fair A**	No	No	Yes	No
7	Karen	Saravia	karentatianasara@hotmail.com	Feb-14	**Fair A**	Yes	Yes	No	No
8	Karin	Aguilar	nirak.imitola@gmail.com	Feb-14	**Fair A**	No	No	Yes	Yes
9	Omar	Yanguma	omanyadu@hotmail.com	Feb-14	**Fair A**	No	No	No	No
10	HAROLD YECID	AGUDELO GUTIE	Latinologo@hotmail.com	Feb-14	**Fair A**	No	No	Yes	No
11	andrea	lamus	melilamus15@hotmail.com	Feb-14	**Fair A**	No	No	Yes	No
12	John Alexander	Portilla Patio	johnportilla2010@gmail.com	Feb-14	**Fair A**	No	No	Yes	No
13	Karen	Arango	karenarango2@hotmail.com	Feb-14	**Fair A**	No	No	Yes	Yes
14	**Total**					**2**	**1**	**5**	**3**
15									

Thank you very much!

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UNIVERSITY OF CALIFORNIA RIVERSIDE

INTERNATIONAL EDUCATION PROGRAMS

Overview

- *UCR – Diverse programs*
- *IEP – Strategy & Experience*
- *Investing –Marketing, Presence, Partners*
- *ROI – Measuring your Investment*
  - *Technology – working <u>for</u> you*

UCR Enrollments

22,297 Matriculated students enrolled in Fall 2013

- **18,621 undergraduates**

- **2,676 graduate students**

- **6.5% International Students**

5000 Visiting International Students - IEP

Academics

College of Natural & Agricultural Sciences (CNAS)

101 Bachelor degrees

52 Masters degrees

42 Ph. D Programs

Bourns College of Engineering (BCOE)

IEP
Visiting Student Programs

Pathway Programs

Direct Admits/Transfers
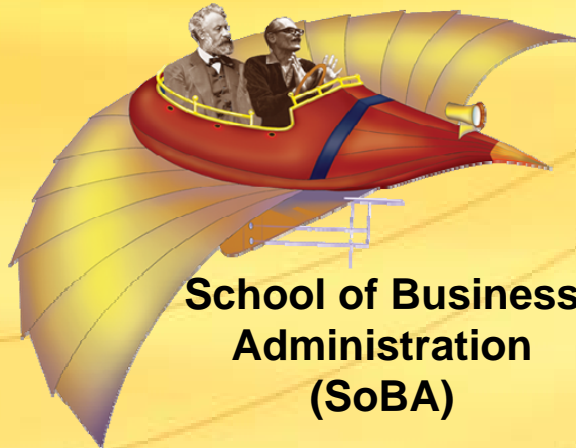
School of Business Administration (SoBA)

College of Humanities Arts & Social Sciences (CHASS)

IEP Demographics
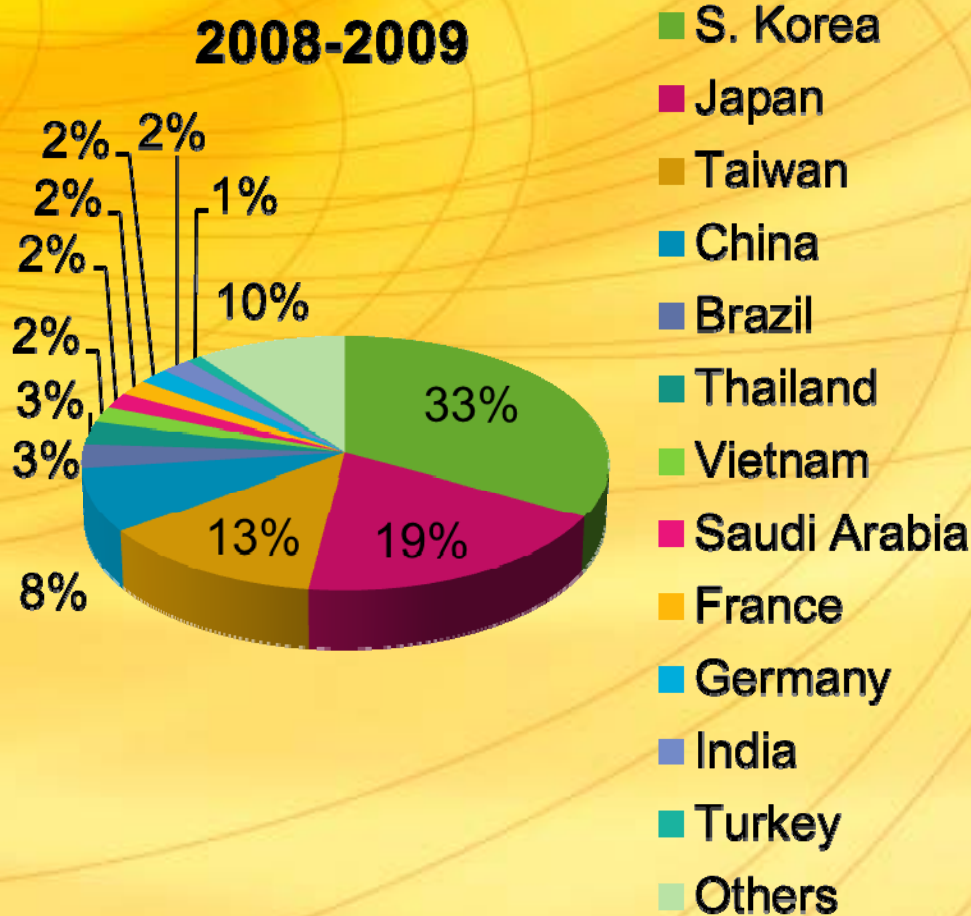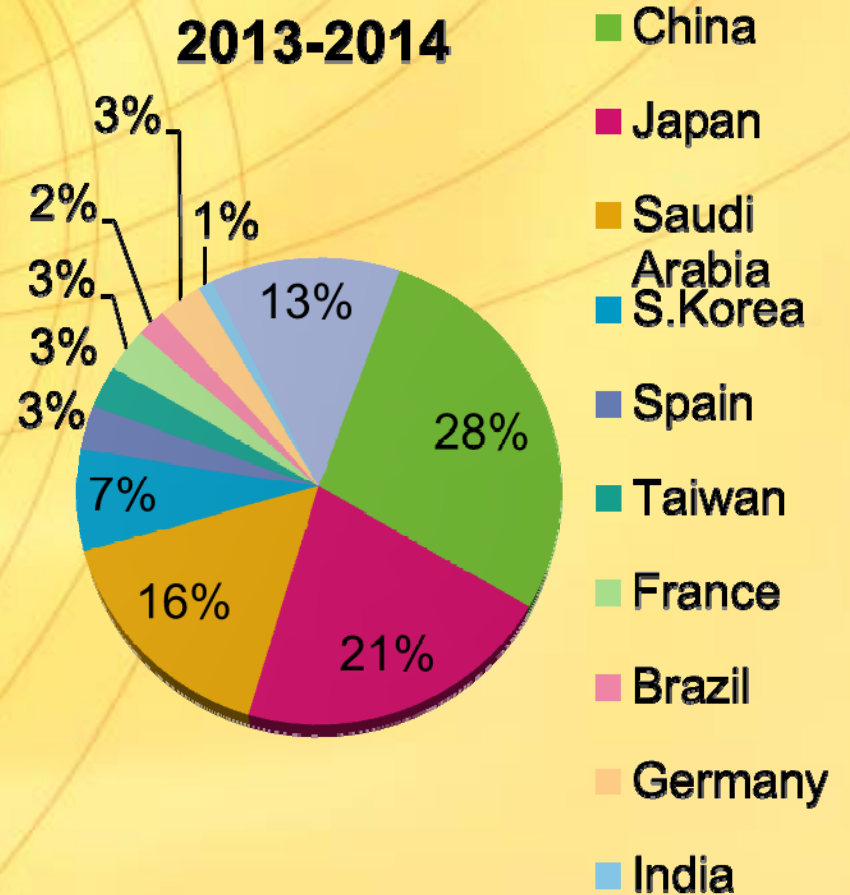
What does this have to do with fairs?

Fairs

- **Comprehensive and Language fairs**
- **Private fairs, High School and University fairs**
- **Regional & Professional Associations**
- **Agency fairs/ Recruitment workshops**

| Before	During	After
Contact & schedule	Meetings, Visits, Training	CRM, marketing
Agents, Alumni, Partners - materials	Partners, Universities, Ministries, Agencies	Follow up communications - MOUs

Current Markets:

China, Taiwan, Turkey, Brazil, Korea, Vietnam, Italy, Spain, Russia, Kazakhstan, Canada, Saudi Arabia, Oman…
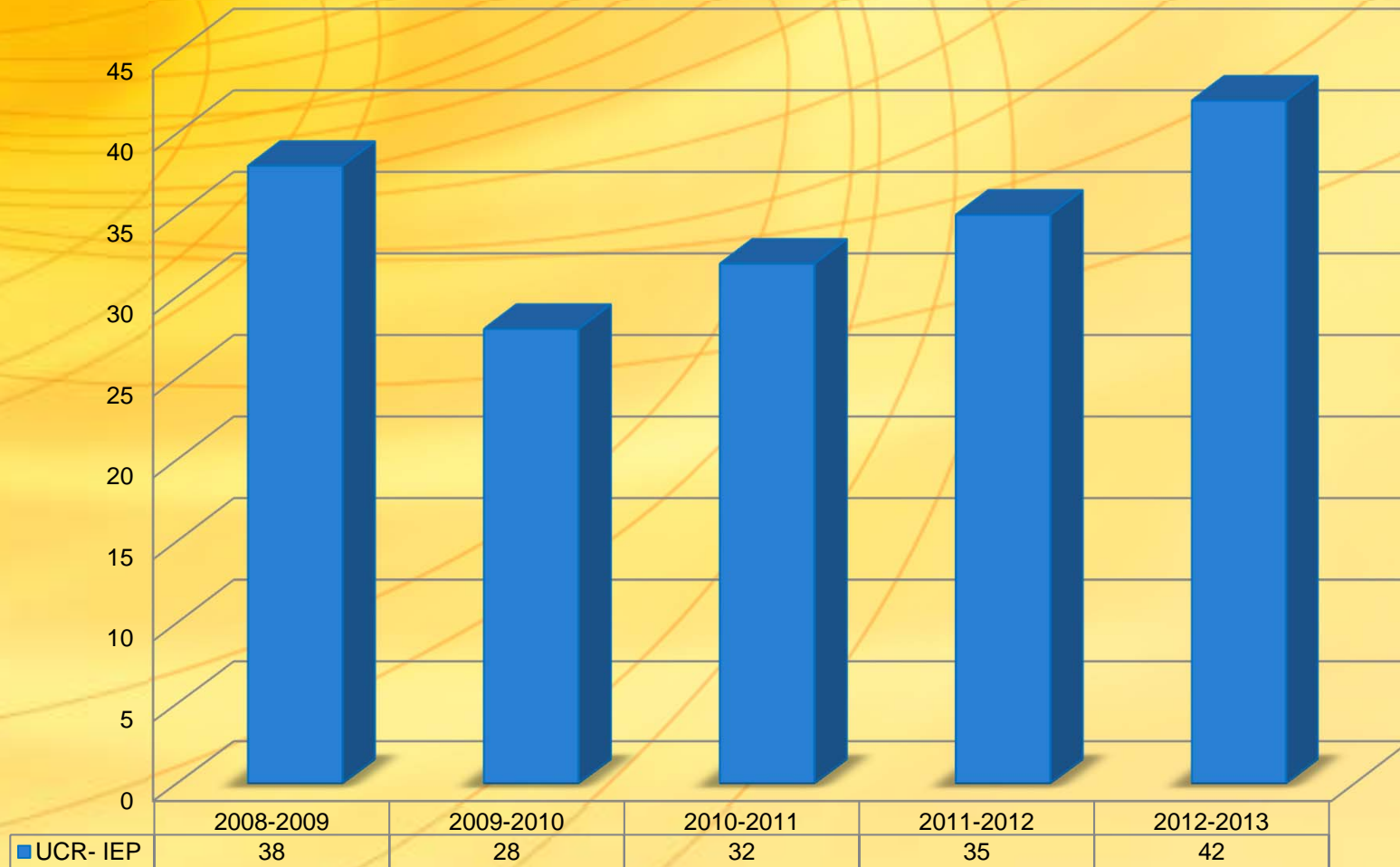
Marketing Expenses % of Revenues

UCR- IEP	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	5%	3%	2%	2%	2%
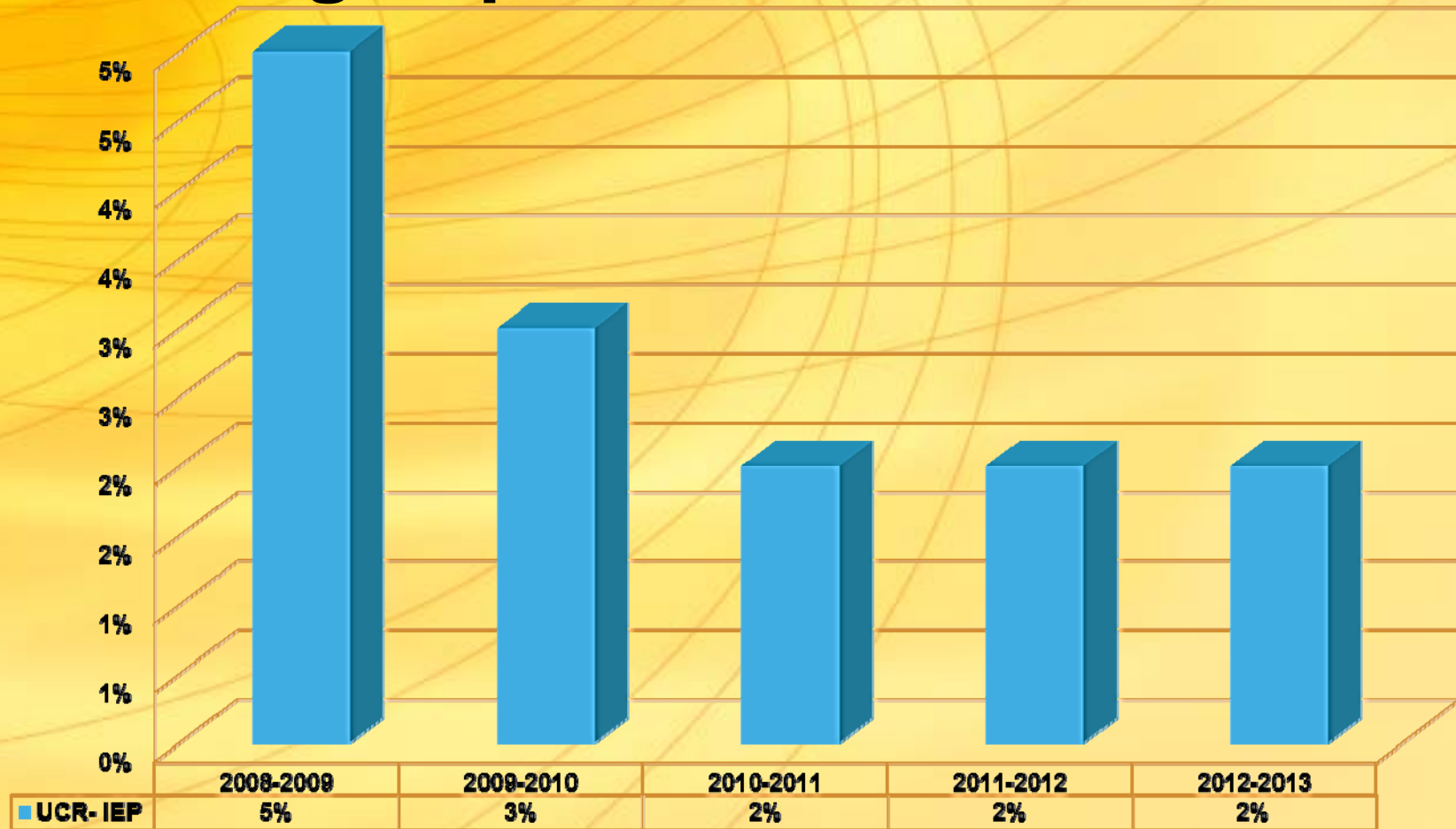
- Increase in Marketing expenses ($) over the period: 14%
- Increase in Revenues over the period: 142%

Number of Fairs Attended

UCR- IEP	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
	38	28	32	35	42

UCR-IEP Enrollments

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
■ UCR- IEP	2870	2536	3788	4635	4844
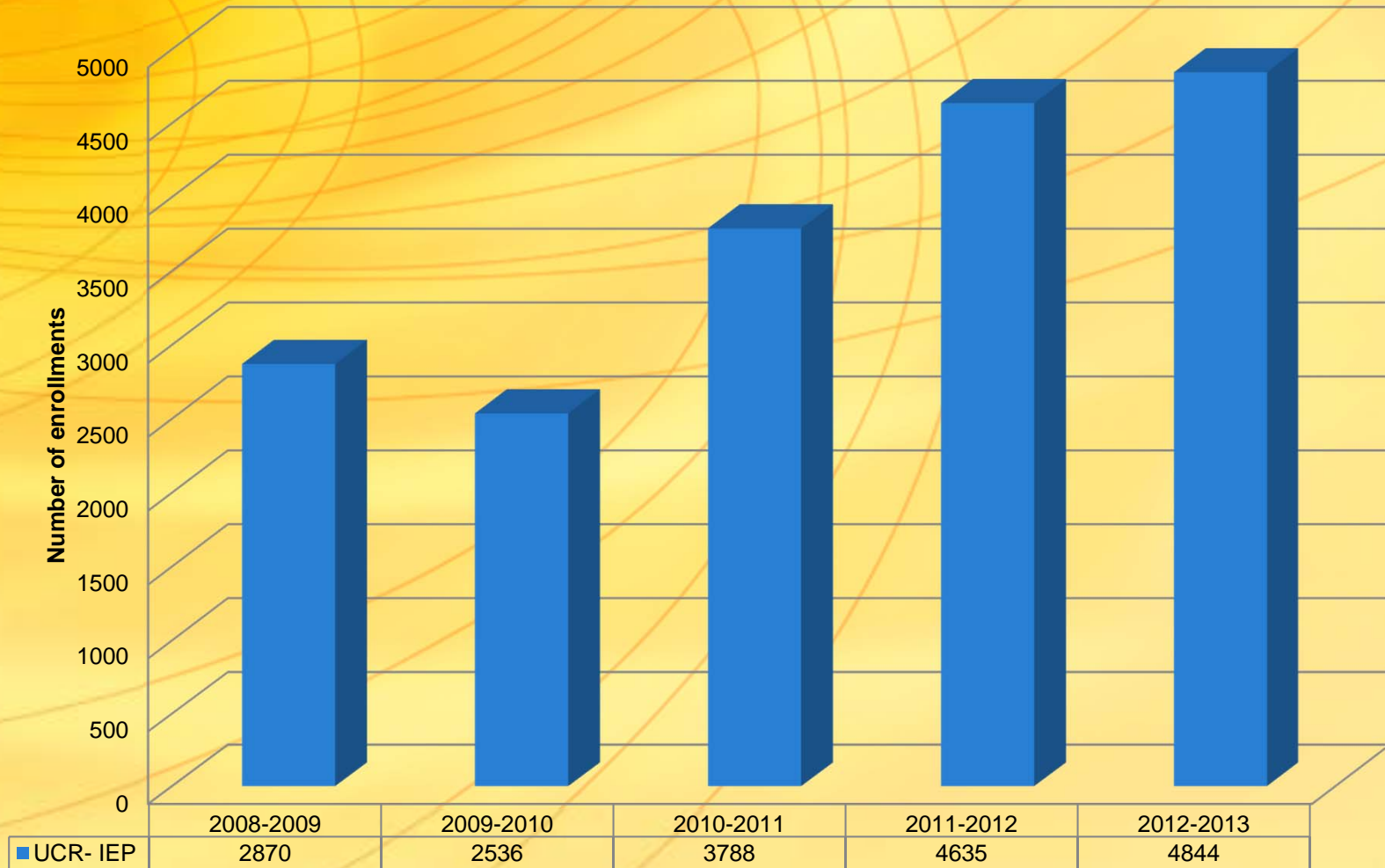
Strategic Marketing

Purpose - Strategic Goal Alignment

- **Diversity - programs and students**
- **Partnerships - universities, high schools, MOEs**
- **Partners - Government orgs, agents, advisors**
- **Marketing/Branding - social media, translations**
- **Leverage Programs - academic connections**
- **Technology - utilizing CRM**

Purpose - Presence

Technology: Capture/Communicate

Students & Institutional Representatives:

- **Barcode readers**

- **Capture contact and interest information**

CRM:

- **Communication series**

- **Purposeful tracking metrics**

Personalized Contact:

- **Develop/maintain relationships**

- **Customized connections**

ROI -Measuring your Investment

Measuring – Return on Singular Event

OR

Return on Investment (1yr or 4 yr?)

Metrics:

- **Do you include staff costs? Calculate for multiple degrees? (ESL to BA to MA)**

Qualifiers:

- **Developing/maintaining relationships**
- **Word of mouth factor (school advisors, siblings)**

ROI - Factors

Typical ROI = [(Payback - Investment)/Investment)]*100
International ROI = diverse, unique factors

| # Enrollments	Staffing costs	Referrals	Time measurement	Cost per lead
Agreements	Political climate	Marketing costs	Visa approvals	Economic climate
Agent fees	Scholarships	Sponsorships	Technology costs	Rankings
Quality of leads	Churn rates	Diversity goals	Strategic goals	New or established market

ROI Considerations

- **Fairs - _one_ component of marketing strategy**
- **Fit - engage in peer review; strategic goals**
- **Presence - difficult to quantify; invaluable to achieve**
- **Retention – internationalization as a verb not a noun**
- **Rankings – cultural perception can be our reality**
- **No universal truth…**
- **Quantification affects – metrics = everything?**
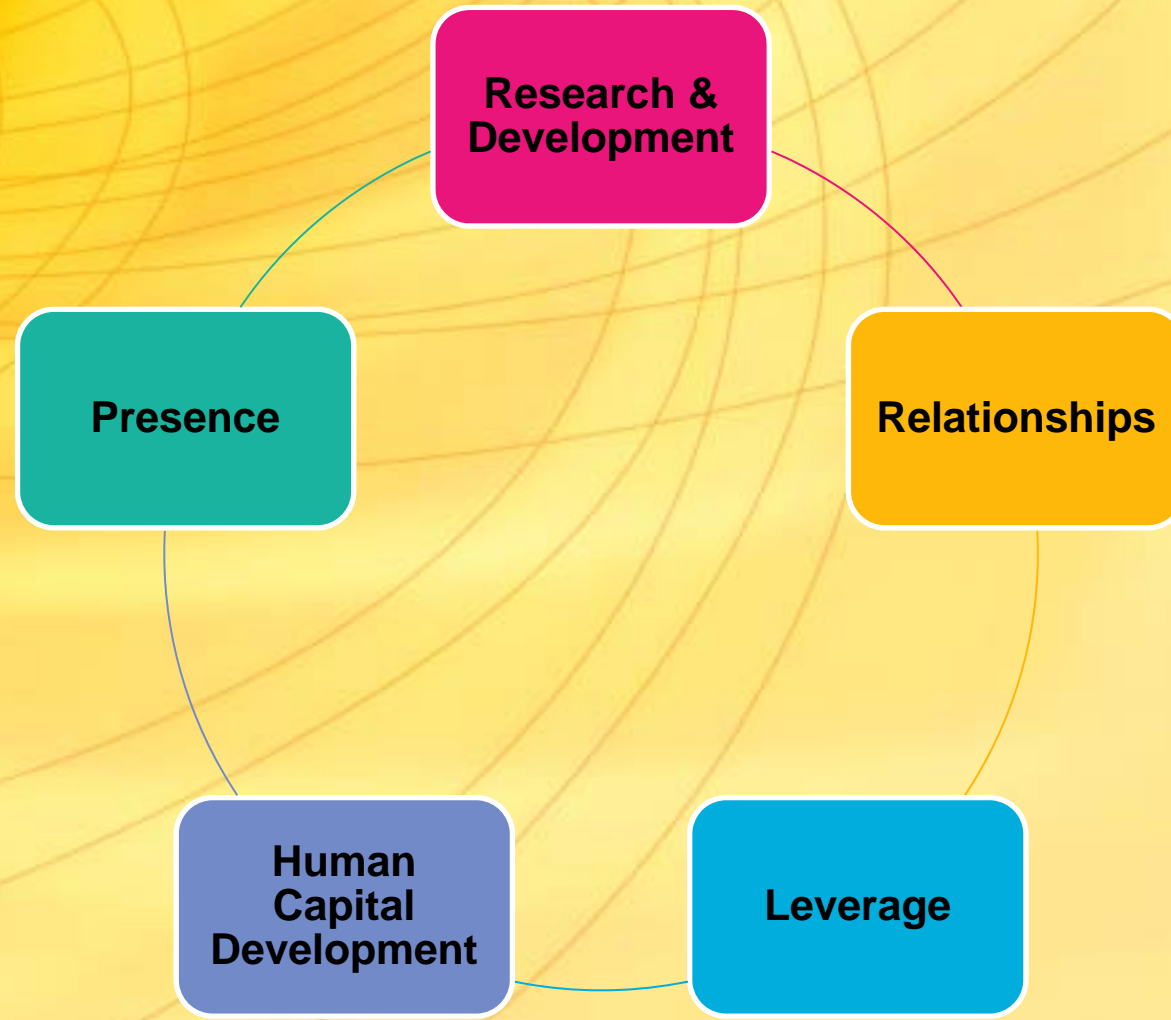
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1. Darrup-Boychuck, Cheryl. May 2009. Measuring Return on Investment in International Student Recruitment. http://www.powershow.com/view/110464-ZDAxY/Measuring_Return_on_Investment_in_International_StudentRecruitment_powerpoint_ppt_presentation

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