International Student Recruitment: Methods and Strategies

E-LEARNING COURSE COMPANION WORKBOOK

International Student Recruitment: Methods and Strategies Complete Workbook

Workbook Contents

Trademarks & Copyright

NAFSA: Association of International Educators promotes the exchange of students and scholars to and from the United States. The association sets standards of good practice and provides professional education and training that strengthen institutional programs and services related to international education and exchange. NAFSA provides a forum for discussion of issues and a network for sharing information as it seeks to increase awareness of and support for international education in higher education, in government, and in the community.

International Student Recruitment: Methods and Strategies Objectives

Course Objectives

Complete the chart by indicating your level of confidence applying each of the objectives using the following scale of strongly agree, agree, and disagree.

	Critical to Success	Important	Not Important
Identify the foundations of international student recruitment and the components of a recruitment and communications plan.			
Select recruitment strategies and methods of evaluation to meet goals.			
Identify and utilize internal and external partners to create a unified recruitment effort.			
Develop and utilize a strategic international student recruitment plan.			
Assess the return on investment (ROI) for recruiting initiatives.			

Module 1 Contents

Module 1: Introduction to International Student Recruitment

Objectives

How important is this topic to your ability to succeed in your job? Complete the chart by indicating your level of interest in each of the objectives.

In this module, you will:	Critical to Success	Important	Not Important
Explain the phases of the International Enrollment Management Cycle and how they affect stakeholders, students, and recruitment strategies.			
Identify the foundations of recruitment and the components of a recruitment plan.			
Conduct an Institutional Analysis that supports the development of a meaningful recruitment plan.			
Apply ethical principles to international student recruitment.			

Email Message

Dear Professor Barga and Erden,

Professor Gilbert reached out to our office regarding your grandson's visit to campus in a few weeks. Thank you for your interest in Oakdale University! Oakdale is just outside of St. Louis, Missouri, and has nearly 25,000 students. We have more than 1,200 international students from over 70 countries, including Mongolia!

We have more than 50 dual-degree programs to complete both undergraduate and graduate programs. Faculty are highly qualified and respected in their fields.

We welcome your visit to campus and have arranged for you to meet with my colleague Vivien, who will be able to answer any questions you have about Oakdale. I've attached some items on student life and academics at Oakdale for you and your grandson to review. In addition, our admissions requirements and more information are available at www.oakdale.edu/international. We even have a frequently asked questions section for international students!

In order to help us prepare for your visit, please complete the following student information inquiry form for our records: www/oakdale.edu/student_inquiry_eform.

See you soon!

Stef

Welcome to Oakdale!

Stef - Like I mentioned earlier, I am the international recruitment manager here at Oakdale. In my role, I manage communications with prospective students, and develop the marketing initiatives and materials for recruiting students. My recruitment efforts are mainly focused on Asia and South America, but I can also be support staff for other recruiters in their areas.

Vivien - I'm an international recruiter and have worked at Oakdale for 5 years. I am able to bring a unique perspective to our recruitment team because I was once an international student in the U.S. My focus region is Asia, and I am the primary travel recruiter for our team.

Greta - I am the Executive Director of International Services. I lead our teams in Recruitment, Admissions, and International Student Services. In my role, I set strategic goals and develop our international student recruitment plan. I also ensure that we are providing an excellent experience for our international students from the point when they first consider Oakdale until they enter the work world as Oakdale alumni.

Hugo - I'm new to Oakdale, but not to international recruiting. I decided to become an international recruiter after my experience as a student living in a college residence hall that housed international students. I started my international recruitment career at Westlake College, a small liberal arts school with an undergraduate student population of 1,400, of which only 84 were international students. While I enjoyed working at a small institution, I'm excited to be at a university like Oakdale so I can learn more about working with larger student populations and the international recruiting field as a whole.

International Enrollment Management Cycle
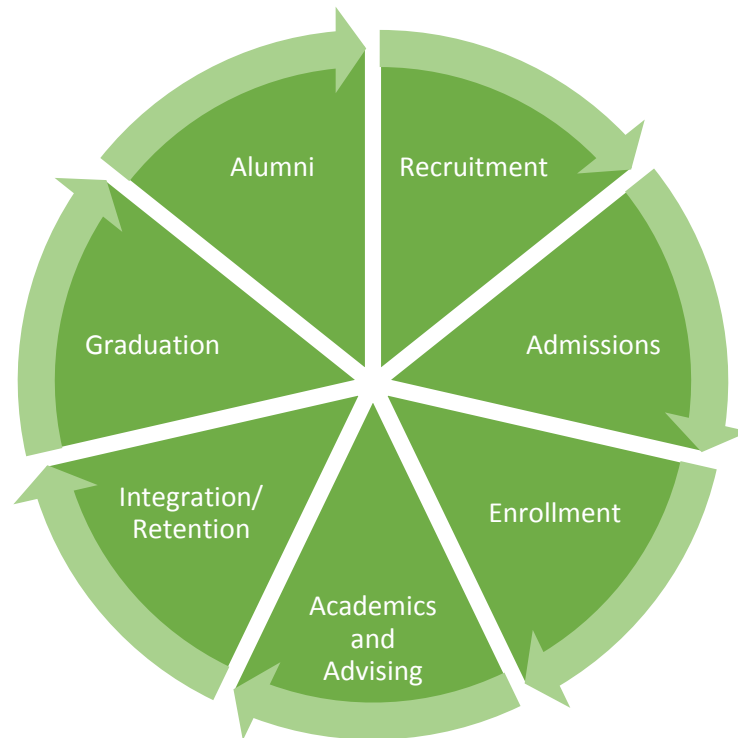
Recruitment

In the recruitment phase, international students first learn about the university and are encouraged to apply. Recruiters employ a variety of outreach methods to inform and attract potential international students. Recruiters also respond to inquiries about the opportunities offered at their institution.

Admissions

Successful recruitment will yield student applications. When international students submit applications, this triggers the Admissions phase. International admissions applications are reviewed by the university admissions team, who will make decisions based on the student's academic record. International students are then informed of the admissions decision. It's important to ensure that recruited students have high potential to be admitted.

Enrollment

International students who have been accepted by the university are invited to enroll. If they choose to enroll, international students attend orientation, select housing, and meet with their academic advisers to register for classes. As recruiters, knowing about the programs and courses that best match the needs and interests of the students will help smooth the enrollment process.

Academics and Advising

The Academics and Advising stage is one of the most important, as it occurs throughout the international students' academic career. There are many types of advising that an international student will encounter, including academic advising to map out the academic goals and international student advising, for dealing with compliance. Although these types of advisers are first introduced in the early stages of the enrollment cycle, their support and guidance continues throughout the students' academic career.

Integration/Retention

Similar to the Academics and Advising phase, the work of Integration and Retention of international students continues throughout the cycle. International students are given opportunities to acclimate to campus life and immerse themselves in their new environment. First-year experience courses, friendship/mentor programs, and host family programs are examples of opportunities for students to learn about and integrate into their new environment. Adviser support is essential and critical throughout this stage. Retention occurs when international students have positive integration experiences and decide to continue their academic career at the institution.

Graduation

At the Graduation stage, international students have successfully achieved their academic goals and are awarded with degrees in their area of study. It is important for advisers to provide accurate information on graduation requirements so that international students can ensure that they are on the right track to graduate. Advisers play an important role in helping guide international students to make good decisions. Upon graduation, international students choose either to return home, seek employment, or begin another academic degree.

Alumni

International students become alumni after graduating. International students who have had positive and meaningful experiences remain active and interested in university events and activities. Although they are no longer associated with the institution academically, alumni can become advocates for the institution and assist with outreach to potential international students.

How does this description align with your institutional structure?

What stakeholders are involved in this process?

How do you stay abreast of developments happening at this stage that impact your recruiting work?

NAFSA's Statement of Ethical Principles

Approved by the Board of Directors, March 28, 2009

The Role of Ethics in International Education

Our contemporary world is marked by increasing globalization, greater connections, and ease of movement. Knowledge and awareness of other peoples, countries, cultures and beliefs is of utmost importance. As international educators, we recognize that such knowledge is fundamental to the formation of educated persons and informed citizens and, increasingly, a key to professional, business, and personal success. The acquisition of this knowledge depends, to a great extent, on high-quality programs of international education and exchange. International educators are dedicated to providing such programs and services with the highest level of integrity and responsibility. To accomplish this, we must attend carefully and actively to the ethical obligations that emerge from our relationships with students, scholars, our institutions, international partners, and other legitimate stakeholders.

As professionals, international educators share clear and defined values. We are committed to the welfare of the students and scholars in our programs. As educators, our decisions and actions should be guided by the goal of ensuring that our programs serve identifiable and legitimate educational purposes. Working in a global and multicultural environment, we are committed to the internationalization of education, not merely as a set of experiences, but as a value-laden set of interactions that produces individuals who are more knowledgeable, reflective, broad-minded, and aware.

The Role and Purpose of the Statement of Ethical Principles

We, international educators, declare our commitment to the following statement of ethical principles to:

▪ Aid international educators in negotiating competing responsibilities, demands, and interests as they strive to make ethical decisions in complex and multicultural environments;

- Inspire international educators to infuse all of their work with ethical principles and practices;

- Advance the development of international education as a profession and strengthen the ethical dimensions of professional outreach, research, and training;

- Aid professionals and their institutions in decision-making in the management, support, and provision of programs and services;

- Highlight the ethical obligations embedded in the relationships surrounding international education;

- Broaden and deepen conversations on ethical and professional practices in international education.

Integrity

We will manifest the highest level of integrity in all our professional undertakings, dealing with others honestly and fairly, abiding by our commitments, and always acting in a manner that merits the trust and confidence others have placed in us.

Respect for the Law

We will follow all applicable laws and regulations and carefully and reflectively advise students and scholars regarding those laws and regulations. We will seek out appropriate guidance and advice when regulations appear contradictory, ambiguous, or confusing or when a situation is beyond our role or competency.

Quality

We will strive constantly to provide high-quality and educationally-valuable programs and services. We will regularly evaluate and review our work in order to improve those programs and services and will seek out and adopt exemplary practices.

Competence

We will undertake our work with the highest levels of competence and professionalism, regularly seeking and acquiring the training and knowledge necessary to do so. Our commitment to professional competence will extend to exercising thorough oversight of external programs and placements. Through careful planning and the development and implementation of appropriate policies, we will do our utmost to ensure the safety, security, and success of students, staff, faculty, and scholars.

Diversity

In both word and deed, we will respect the dignity and worth of all people and be properly attentive and responsive to the beliefs and cultural commitments of others. In the planning, development, and implementation of programs and services we will engage respectfully with the diversity of peoples and perspectives. We will strive to ensure that our programs reflect the diversity of our institutions and their educational goals.

Transparency

We will demonstrate the appropriate level of transparency in dealings with individuals and organizations. In collaborations with other institutions and individuals we will proceed on the bases of equality and mutuality. Transactions with external providers of programs and services will be conducted professionally, always keeping the welfare of students foremost, and disclosing any potential conflicts of

interests. We will provide faculty, staff, students, and scholars with the information they need to make good decisions about program participation and to facilitate their adjustment to the locales and cultures where they will study or work.

Access

In planning, developing, and implementing our programs we will strive to ensure that they are accessible to all qualified individuals, doing our utmost to guarantee that international education is available to all who desire it and can benefit from it.

Responsiveness

We will maintain open and readily accessible communication with individuals in our programs and services and with our institutional partners. This includes providing students with the appropriate level of support based on age, experience, language ability, and placement.

Holding these principles constantly in mind, we will work to extend and improve international education in all its forms and at all levels, including advocating for programs, policies, regulations, and laws that reflect these principles. Additionally, we will work aggressively for the realization of these principles in our personal and professional conduct, throughout our institutions, and in organizations with which we affiliate. (www.nafsa.org/ethics)

What does your institution say about the ethical principles? What's an example of a policy that guards against ethical infractions?

Brainstorm a situation that might arise in international recruitment related to each ethical principle. Write each situation down in the corresponding box.

Respect for the Law	

Quality	

Competence	

Diversity	

Transparency	

Access	

Responsiveness	

Oakdale's International Student Recruitment Plan

Mission in relation to International Recruitment

Oakdale University's mission statement and strategic plan include a commitment to offering educational programs and activities that develop global citizens through educational opportunities and curriculum infused with an awareness of international issues. The core curriculum for undergraduate students includes competence in intercultural communication. Oakdale also strives to recruit and retain an academic community with diverse global perspectives.

Values

Our values of diversity, academic excellence, and dynamic engagement with our community, both locally and internationally, provide the foundation for Oakdale's motivation in providing a high-quality academic experience to its students.

Oakdale University comprises a remarkable range of undergraduate, graduate, and professional programs built on a strong foundation of liberal arts and sciences. Through shared curricular and extra-curricular experiences, students apply analytical and critical thinking skills. We provide opportunities to develop competence in intercultural communication and appreciation of the local and global community.

Strategic Enrollment Plan: 10-Year Goals

As part of Oakdale University's 10-year Strategic Enrollment plan, the university has the following goals:

- Increase undergraduate enrollment by 15%
- Increase graduate enrollment by 20%
- Increase retention rate from 74% to 80%
- Reverse decline in 4-year graduation rates by increasing from 53% to 58%

International Student Recruitment Plan: Components

- Mission and Situational Analysis
    - Internal Analysis
    - External Analysis
    - SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis
- Goals and Audiences
- Strategies
    - Goal
    - Strategies
    - Method of Evaluation
    - Timeline

Where can you find your institutional mission statement?

Where does your institutional mission statement align with your office's mission?

Assessing your institution

What are the academic levels and programs that are offered?

What makes my institution unique?

What groups or activities would be appealing to international students?

What programs are current international students enrolled in?

Why did current students choose to attend your institution? What countries and cities are they from?

Which academic programs would be appealing to international students?

Are international programs reflected in the institution's mission?

Where does your institution match or differ from national trends?

As an institution, are international students welcomed and integrated?

Assess your institution in the chart below.

Strengths	Weaknesses
Opportunities	Threats

How do you market your institution? Define what sets you apart from other institutions.

Academics

- Strengths

- Weaknesses

Size of School

- Strengths

- Weaknesses

Location

- Strengths

- Weaknesses

Housing

- Strengths

- Weaknesses

Scholarships and Cost Share

- Strengths

- Weaknesses

International Collaborations

- Strengths

- Weaknesses

Conditional Admission

- Strengths

- Weaknesses

ESL on Campus

- Strengths

- Weaknesses

Student Support Services

- Strengths

- Weaknesses

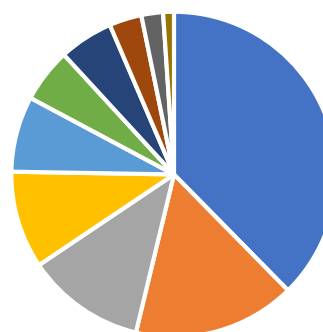## Flexibility

- Strengths

- Weaknesses

Oakdale's International Student Recruitment Plan: Internal Analysis

Oakdale's current enrollment is a little over 25,000, made up of 18,000 undergraduate and 7,000 graduate students. Currently, Oakdale University serves 1,200 international students and scholars from over 70 countries. Oakdale has seen a 145% increase in the enrollment of international students over the last 10 years. Of these students, 72% are enrolled at the undergraduate level (864 students) and 28% are enrolled at the graduate level (336 students). When compared with data on international students in the United States overall,[1] Oakdale has a higher percentage of students from China and India (the two largest sending countries overall) as well as a higher number of students from South Korea and Japan. Oakdale has a long history of strong partnership and outreach programs in East Asia, which is reflected in these numbers. Oakdale has also forged strong relationships with government sponsored student programs, resulting in higher than average enrollments in students from Saudi Arabia and Brazil. Overall, Oakdale has some level of active recruitment in 33 countries. Oakdale's engineering graduate program has excellent exchange programs with several universities in India, as well as academic strengths in areas popular with students from this region of the world. Typically, international students in the United States enroll in engineering and business programs at about equal rates, but at Oakdale, the majority of the international student population enrolls in engineering.

a. Composition of international students at Oakdale
    i. By Country
        1. 35% China
        2. 15% India
        3. 11% South Korea
        4. 9% Saudi Arabia
        5. 7% Brazil
        6. 5% Japan
        7. 5% Bangladesh
        8. 3% Germany
        9. 2% Australia
        10. 1% Mongolia

    ii. By major
        1. 30% Engineering
        2. 15% Business and Management
        3. 13% Mathematics and Computer Science
        4. 10% Physical and Life Sciences
        5. 5% Social Sciences
        6. 5% Humanities

Legend: China, India, South Korea, Saudia Arabia, Brazil, Japan, Bangladesh, Germany, Australia, Mongolia

---

[1] Project Atlas. IIE. http://www.iie.org/Services/Project-Atlas/United-States/International-Students-In-US#.V0SwQPkrJdg
Open Doors. IIE. http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/Enrollment-Trends/1948-2015

Post Module Objectives Review

Complete the chart by indicating your level of confidence applying each of the objectives using the following scale of strongly agree, agree, and disagree.

	Disagree	Agree	Strongly Agree
I can explain the phases of the International Enrollment Management Cycle and how they affect stakeholders, students, and recruitment strategies.			
I can identify the foundations of recruitment and the components of a recruitment plan.			
I can conduct an Institutional Analysis that supports the development of a meaningful recruitment plan.			
I can apply ethical principles to international student recruitment.			

Resources

➤ Statement of Principles of Good Practice: NACAC's Code of Ethics and Professional Practices
https://www.nacacnet.org/advocacy--ethics/statement-of-principles-of-good-practice

➤ CEA Standards for English Language Programs and Institutions
http://cea-accredit.org/about-cea/standards

➤ Council on Standards for International Educational Travel (CSIET)
http://www.csiet.org

NAFSA Resources

➤ NAFSA Statement of Ethical Principles
http://www.nafsa.org/Content.aspx?id=2475

➤ NAFSA Professional Resources - International Enrollment Management: Framing the Conversation
http://www.nafsa.org/Content.aspx?id=20375

➤ NAFSA Publications - International Enrollment Management Strategic Planning: An Integrated Approach ($)
https://shop.nafsa.org/detail.aspx?id=110E

Module 2 Contents

Module 2: Trends and Market Analysis

Objectives

How important is this topic to your ability to succeed in your job? Complete the chart by indicating your level of interest in each of the objectives.

In this module, you will:	Critical to Success	Important	Not Important
Recognize trends and world events that impact international student mobility.			
Collect and analyze market data.			
Describe key elements of a market analysis.			
Conduct a market analysis.			

Introduction to Recruitment Market Analysis

Hi Vivien,

I had a great time at the AMUS conference. San Diego is always a great place to visit. I attended a wonderful session with Professor Acosta on environmental studies in the Americas. She seemed to think that students like hers would be very interested in studying in Oakdale! I really think we should be recruiting in Ecuador!

Thanks,

Provost Regan

How should I respond? Tell the provost that I will:

- Book a trip to Ecuador to start recruiting.

- Conduct a market analysis of Ecuador to learn more about whether recruiting there makes sense for Oakdale.

- Tell Greta that we need to add Ecuador to the recruitment plan.

- Encourage Professor Regan to work with Professor Acosta to recruit some Ecuadorian students.

Why do you think this is the correct answer?

External Analysis

Last year, around 1,000,000 international students studied at U.S. higher education institutions. This is a 7% increase from the previous year's enrollment, and the highest growth rate in the last 35 years. Around 350,000 of these students were enrolled at the undergraduate level, outnumbering all other international student enrollments in varying academic levels.

62% of international students came from China, India, Saudi Arabia, and South Korea. The remaining 38% came from emerging markets such as Brazil, Mexico, Vietnam, Taiwan, and Myanmar.

Approximately 1 in 3 international students studied in California, New York, or Texas. Only 6 states had between 30,001 and 60,000 international student enrollments: Michigan, Illinois, Pennsylvania, Florida, and Massachusetts. Twenty-three states had fewer than 10,000 international student enrollments.

At 42% of all international enrollments, the majority of students were enrolled as STEM majors which includes Engineering, Math & Computer Science, Physical and Life Sciences, Health, and Agriculture. Social Sciences and Business majors accounted for 30% of international enrollments. Liberal Arts & Sciences accounted for 22% of enrollments, and the remaining 6% of enrollments were undeclared/other.

Benchmarking

	Oakdale	Your institution
Total students	25,000	
Undergraduate students	18,000	
Graduate students	7,000	
International students	1,200	
Countries	70	

How does your institution compare to Oakdale?

What is the breakdown of international students by country at your institution? Fill in the pie chart on the right.
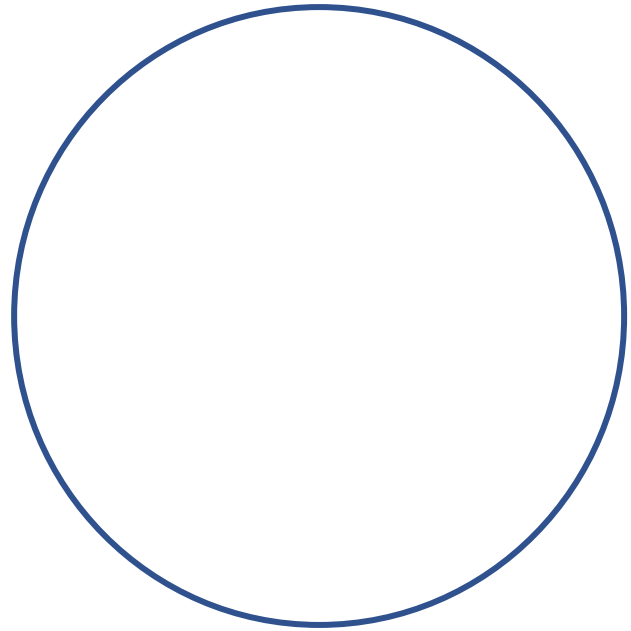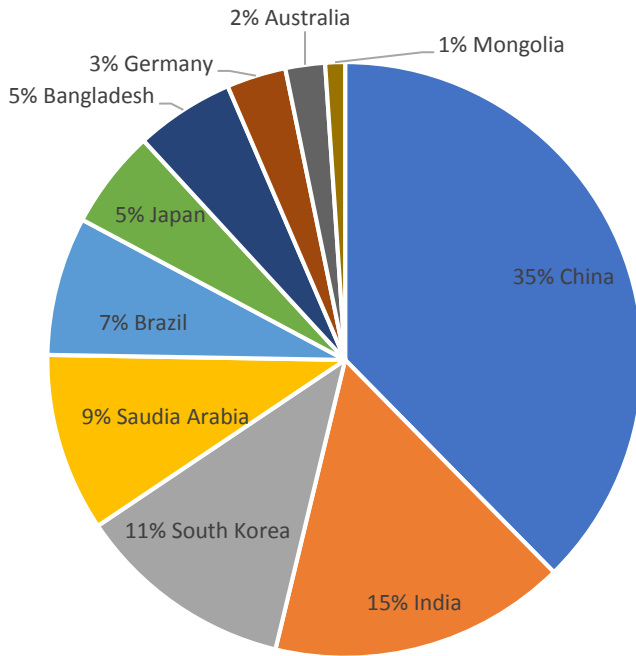
What is the breakdown of international students by major at your institution? Fill in the pie chart on the right.
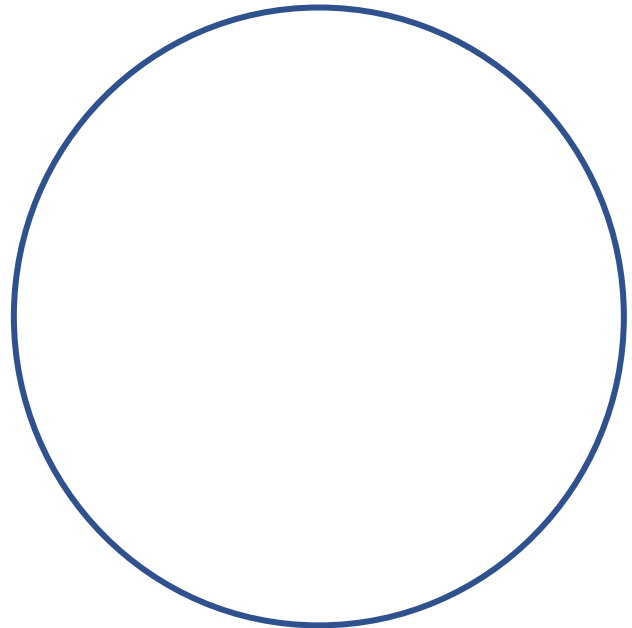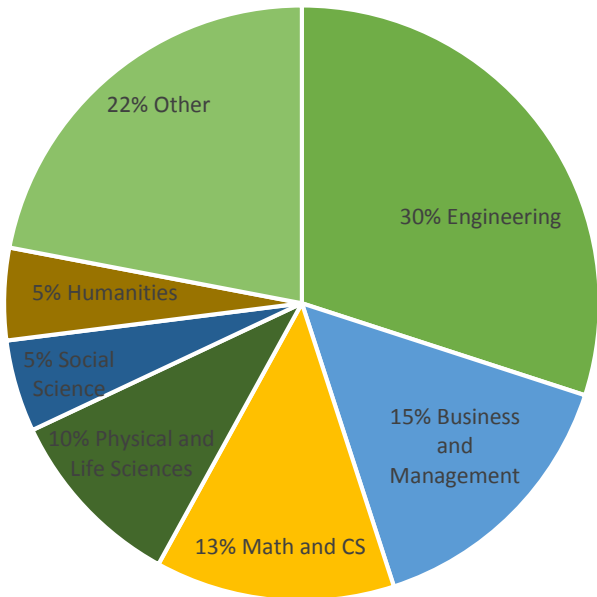
Fill in the primary, secondary, and tertiary markets for your institution:

Primary Market	Secondary Market	Tertiary Market

Influences on Student Mobility and Market Trends

Where are emerging markets?

What's happening in these countries?

How should we respond to changing trends?

Conducting Country or Region-Specific Analysis

Choose a country to analyze. Answer the following questions to help you understand what kind of factors might influence international student recruitment.

Look at data from IIE's Annual Open Doors Report and other sources on international student mobility from the country.

What are the top destinations for international students from the country?	
Which institutions have the highest international student population?	
What has the growth rate for international student recruitment been over the last 5 years?	

Learn more about the country's economic situation

How stable is the economy?	
What is the employment rate?	
What is the post-graduation employment rate?	

What kind of financial aid is provided to citizens?	

Learn more about the country's education system

What percentage of students graduate at the secondary level? What percentage continue to higher education institutions?	
What kinds of higher education opportunities are there?	
What kind of financial aid or scholarships are offered?	
What is the most popular field of study? What fields have the most demand?	

Research the demographics of the population

Economic status (% of population living in poverty, percentage in middle class, etc.)	
% of "college-aged" population	

% living in other countries	

Resources for Analyzing Markets

CIA World Factbook

Reference produced by the United States' government with information on the people, government, economy, and geography of over 250 world entities.

IIE Open Doors Report

Comprehensive statistics on international students and scholars studying in the United States and United States students studying abroad.

World Bank Economic Statements

Report on economics and GDP forecast.

NAFSA's Online Guide to Educational Systems

Country publications provide lists of credentials and other data that can be used to help determine placement recommendations and possibility of transfer credit both for undergraduate and graduate admissions.

[Department of State Country Profiles](#)

Fact Sheets on diplomatic and economic relations between the United States and each country.

[Department of Homeland Security](#)/[NAFSA Adviser's Manual](#)

United States immigration regulations and guidance on interpreting them.

Benchmarking Peer Institutions

Choose two other institutions to compare to your university. Using the country from the example above, analyze the recruitment efforts on behalf of your peer institutions.

Consider these three benchmark institution types:

➢ **Peers:** Institutions that are most like your institution in terms of size, demographics, and program profile.

➢ **Competitors:** Institutions that are most likely to be competing for the same population of students, can include international competitors.

➢ **Aspirant**: Institutions who are currently growing their programs in regional or academic areas, which your institution aspires to grow.

Your Institution		

Challenges in Market Analysis

Vivien - For two years, I was a new recruiter at the secondary school level. From my previous recruiting experience, I knew that a lot of colleges were starting to recruit from India. Since the secondary school didn't have any Indian students, I followed the previous steps to conduct market analysis on India, and an institutional analysis on my secondary school. Once I completed my analyses, I made the case to my stakeholders and supervisors that we should start recruiting there. However, my efforts yielded very few Indian students.

As it turns out, I didn't get enough information on the differences in the secondary and higher education market. I didn't realize that while India is a great market for higher education programs, their secondary school market is saturated with day and boarding schools providing high-quality education at a reasonable price. So, there was not much of a need for U.S. education at this level. If I had done better research, I would have seen these trends.

What else might Vivien have missed in her analysis?

Identifying Market Needs

Look at the list below. What other questions should Vivien ask when conducting a market analysis?

Has the market peaked? How can you tell if the market has peaked?	What are the key economic drivers?	Are there restrictions on government programs or scholarships?
Does your institution have the degree programs that students from this country seek?	What are similarities and differences between your institution and those in this country?	

Market Research on Ecuador

Population Demographics in Ecuador from the CIA World Factbook*

Population:

15,868,396
country comparison to the world: 68

Age structure:

0-14 years: 27.99%
15-24 years: 18.56%
25-54 years: 39.16%
55-64 years: 7.23%
65 years and over: 7.05%

Demographic Profile

Ecuador's high poverty and income inequality most affect indigenous, mixed race, and rural populations. The government has increased its social spending to ameliorate these problems, but critics question the efficiency and implementation of its national development plan. Nevertheless, the conditional cash transfer program, which requires participants' children to attend school and have medical check-ups, has helped improve educational attainment and healthcare among poor children. Ecuador is stalled at above replacement level fertility and the population most likely will keep growing rather than stabilize.

An estimated 2 to 3 million Ecuadorians live abroad, but increased unemployment in key receiving countries - Spain, the United States, and Italy - is slowing emigration and increasing the likelihood of returnees to Ecuador.

*Data is for example purposes and may not be accurate at the current date.

Which factors might make Ecuador a good market for Oakdale? Or for your institution?

Which factors might indicate Ecuador is not a good market?

What might we want to learn more about?

Post Module Objectives Review

Complete the chart by indicating your level of confidence applying each of the objectives using the following scale of strongly agree, agree, and disagree.

	Disagree	Agree	Strongly Agree
I can recognize trends and world events that impact international student mobility.			
I can collect and analyze market data.			
I can describe key elements of a market analysis.			
I can conduct a market analysis.			

Resources

- ➢ CIA World Factbook

  https://www.cia.gov/library/publications/the-world-factbook

- ➢ Department of Homeland Security

  https://www.dhs.gov

- ➢ Department of State Country Profiles

  https://www.state.gov/countries

- ➢ EducationUSA

  https://educationusa.state.gov

- ➢ Fulbright Commission

  https://eca.state.gov/fulbright/about-fulbright/funding-and-administration/fulbright-commissions

- ➢ IIE's Annual Open Doors Report
  https://www.iie.org/en/Research-and-Insights/Open-Doors/About-Open-Doors

- ➢ OECD Economic Forecast

  http://www.oecd.org/eco/economicoutlook.htm

- ➢ SEVIS by the Numbers

  https://studyinthestates.dhs.gov/sevis-by-the-numbers

- The Chronicle of Higher Education

  http://www.chronicle.com

- The Economist

  https://www.economist.com

- World Bank Economic Statements

  https://openknowledge.worldbank.org/handle/10986/2127

NAFSA Resources

- NAFSA Adviser's Manual 360 ($)

  http://www.nafsa.org/advisersmanual

- NAFSA e-Learning Seminar – Beyond Brazil: Recruiting from the Southern Cone ($)

  http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=49730

- NAFSA e-Learning Seminar – Education Systems in Malaysia, Indonesia, and Brazil ($)

  http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=43736

- NAFSA Guide to Educational Systems ($)

  http://www.nafsa.org/Content.aspx?id=55543

- NAFSA International Educator – Diversifying International Recruitment

  http://www.nafsa.org/_/File/_/ie_sepoct15_supplement.pdf

- NAFSA International Educator – From East to West: Trends in Chinese Student Recruiting

  http://www.nafsa.org/_/File/_/ie_novdec16_international_enrollment.pdf

- NAFSA Trends & Insights – Preparing to Recruit From Emerging Markets

  http://www.nafsa.org/Content.aspx?id=37686

Course Module References

Population Demographics in Ecuador from the CIA World Factbook

https://www.cia.gov/library/publications/the-world-factbook/geos/ec.html

Population:

15,868,396

Country comparison to the world:

68

Age structure:

>0-14 years: 27.99%

>15-24 years: 18.56%

>25-54 years: 39.16%

>55-64 years: 7.23%

>65 years and over: 7.05%

Demographic Profile

Ecuador's high poverty and income inequality most affect indigenous, mixed race, and rural populations. The government has increased its social spending to ameliorate these problems, but critics question the efficiency and implementation of its national development plan. Nevertheless, the conditional cash transfer program, which requires participants' children to attend school and have medical check-ups, has helped improve educational attainment and healthcare among poor children. Ecuador is stalled at above replacement level fertility and the population most likely will keep growing rather than stabilize.

An estimated 2 to 3 million Ecuadorians live abroad, but increased unemployment in key receiving countries - Spain, the United States, and Italy - is slowing emigration and increasing the likelihood of returnees to Ecuador.

IIE's Open Doors Annual Report

https://www.iie.org/en/Research-and-Insights/Open-Doors

Place of Origin

>Brazil

Number of International Students Year 1

>13,286

Number of International Students Year 2

>23,675

% Change

>78.2

OECD Economic Forecast

http://www.oecd.org/eco/outlook/brazil-economic-forecast-summary.htm

"The deep recession is set to continue . . . against the backdrop of high political uncertainty and ongoing corruption revelations that are undermining consumer and business confidence, leading to a continuous contraction in domestic demand. As the economy shrinks, unemployment is set to rise further."

Brazil Scientific Mobility Program

http://www.iie.org/Programs/Brazil-Scientific-Mobility/About#.V6ISgPkrKUk

"The Brazil Scientific Mobility Program provides scholarships to undergraduate and graduate students from Brazil for study at colleges and universities in the United States. Scholarships are awarded to students in the Science, Technology, Engineering and Mathematics (STEM) fields. After completion of an academic year including a summer internship, students return to Brazil to complete their degrees."

Brazilian Daily News

http://www1.folha.uol.com.br/internacional/en/scienceandhealth/2015/09/1677219-science-without-borders-program-to-be-suspended.shtml

"Owing to lack of funds, the Planalto Palace has decided to suspend the offer of new scholarships as part of the program Science Without Borders for next year.

As Folha has learnt, the budget defined by the government's economic team for next year, a total of R$2.1 billion (USD $559 million), is only enough to cover students who are already living abroad on the program.

 . . .

Advisors to President Rousseff have admitted that the government was considering an even harsher cut to the program, but the idea was rejected owing to the likely negative effects it would produce.

The cut for Science Without Borders next year is 40.3% from last year's budget of R$3.5 billion (USD $931 million). Cutting just one percentage point more would mean disrupting the studies of those who have already been selected and left for university abroad.

Launched in July 2011, the program has become one of President Rousseff's flagship policies. After the creation of 101,000 places by last year, the promise for her second term was to create another 100,000.

The high value of the dollar, however, has drastically increased the cost of program. The program pays foreign universities for the tuition of Brazilian students, as well as providing maintenance grants to the students themselves."

Module 3 Contents

Module 3: Utilizing International Student Recruitment Plans

Objectives

How important is this topic to your ability to succeed in your job? Complete the chart by indicating your level of interest in each of the objectives.

In this module, you will:	Critical to Success	Important	Not Important
Explain critical uses of the international student recruitment plan.			
Implement annual recruitment plan.			
Identify recruitment strategies and methods of evaluation to meet goals.			
Connect institutional and market analysis to goals.			

What kind of goals do you have at your institution?

What experience do you have with aligning goals to audiences?

What are you hoping to gain most from this module?

Setting Long-Term Goals

Consider a goal that you have for your recruitment efforts, or a goal that your office already has in place. Answer the questions in the chart below to ensure that the goal is SMART – Specific, Measurable, Attainable, Relevant, and Time-bound.

	Questions	Answer
Specific	What is your goal? Why have you set it? How will you work toward it?	
Measurable	How will you evaluate the results?	
Attainable	Is the goal realistic? How can you achieve it?	
Relevant	Does it match your university's goals? Does it seem worthwhile?	
Time-bound	When do you expect your goal to be accomplished? What do you expect to achieve in six months? A year? Three years?	

What other long-term goals do you have?

Data and SWOT Analysis

Take a look at the peer institutions you analyzed in Module 2. How does your institution perform on the following metrics compared to similar universities?

	Your Institution		
Retention Rate	%	%	%
Rate of conversion from applicant to enrolled student	%	%	%
International students in _____ major	%	%	%
International students in _____ major	%	%	%
International students in _____ major	%	%	%

How does your institution compare to peer institutions on these metrics? What are your strengths? What are your weaknesses?

SWOT Analysis

Conduct your own SWOT analysis.

Strengths

Weaknesses

Opportunities

Threats

Goals and Audiences

Ask yourself the following questions about your institution.

Institutional Mission

What is my institution's overarching mission and goal?

How does the institutional international student recruitment plan fit with the institution's overarching mission and goals?

What are my institution's enrollment goals?

Campus Resources

What institutional support will we have?

What resources can we utilize?

What is our budget?

Demographics: Targeted and On-Campus

What is our current population demographic on campus?

Are our goals numbers oriented? Program oriented? Or country oriented?

Who are the targeted populations?

Programs Offered

What are our most popular/prominent programs oncampus?

What programs attract the majority of our international students?

Which markets have large student populations with interest in these programs?

How can we adapt our existing programs to meet the needs of other markets?

Prioritized Target Audiences

What are your target regions, programs, and recruitment relationship groups? Write them down in the indicated boxes.

Target Regions	Primary Markets
	Secondary Markets
	Tertiary Markets
Target Programs	
Target Relationships	

Strategies: Goal #1

Brainstorm some strategies for meeting Goal #1. Remember, Goal #1 is to increase international student enrollment.

Undergraduate: Increase the international undergraduate population to 7% of the overall undergraduate population. That would mean an increase of about 500 students or 100 international full-time students, year-over-year.

Graduate: Increase the international graduate student enrollment from just under 5% to 12% of the overall graduate population in five years.

Goal #1:
Undergraduate
Enrollment

Goal #1:
Graduate
Enrollment
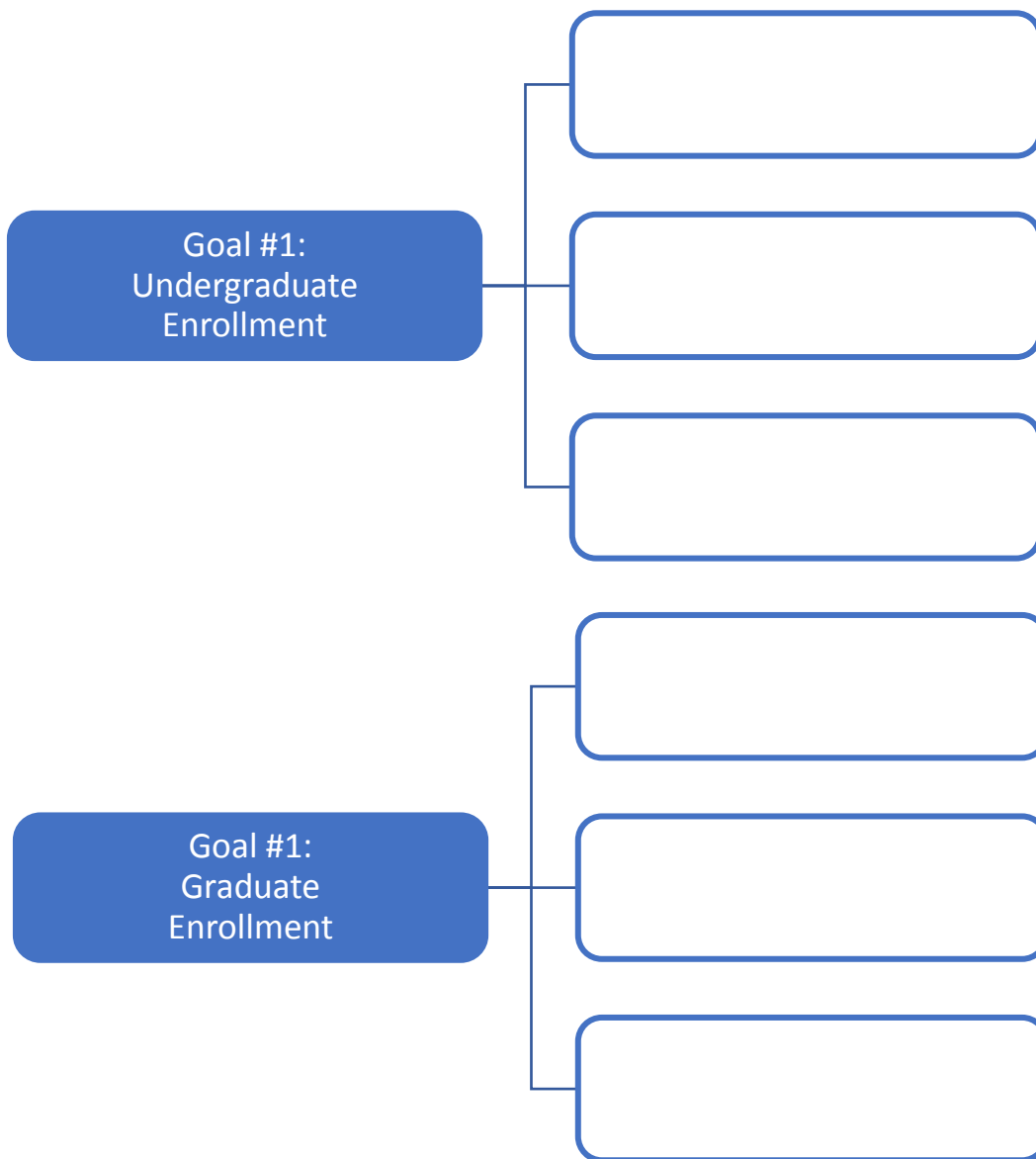
Short-Term Goals

For each long-term goal on your campus, write down two short-term strategies that will help you accomplish it. Select the corresponding strategy category in the box to the right.

Your Goal #1

What category does the goal fall into?

- ☐ Institutional and market analysis
- ☐ Recruitment methods
- ☐ Engaging partners
- ☐ Marketing and Communication
- ☐ Evaluation

Your Goal #2

What category does the goal fall into?

- ☐ Institutional and market analysis
- ☐ Recruitment methods
- ☐ Engaging partners
- ☐ Marketing and Communication
- ☐ Evaluation

Your Goal #3

What category does the goal fall into?

- ☐ Institutional and market analysis
- ☐ Recruitment methods
- ☐ Engaging partners
- ☐ Marketing and Communication
- ☐ Evaluation

Methods of Evaluation

Stef - When I was a new recruiter at Springfield Tech, we had a pretty old-fashioned director of admissions. She insisted that direct mail was the most important recruitment technique and devoted most of the recruitment budget to printing and mailing the same glossy recruitment brochures to all prospective students. Though this strategy had been successful in the past, I thought that we should be producing more customized mailings and devoting more resources to online recruiting.

Has your institution ever experienced anything like this?

How did you respond?

How could it have been avoided?

Strategies: Goal #2

What are some strategies for meeting Goal #2? Remember, Goal #2 is to diversify Oakdale's international student population, both in terms of country of origin and program of study.

Goal #2
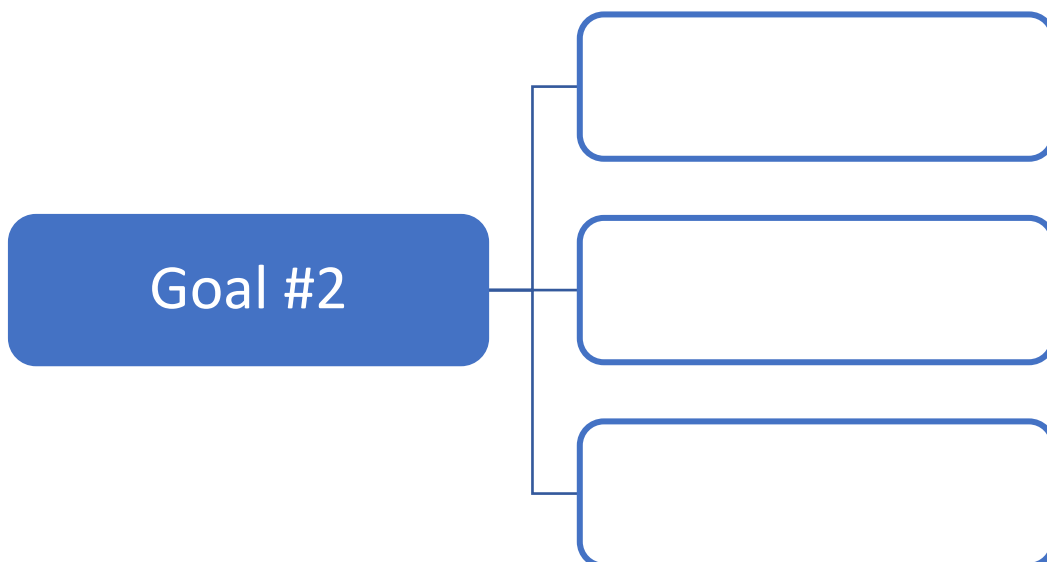
Strategies: Goal #3

What are some strategies for meeting Goal #3? Remember, Goal #3 is to increase the conversion rate of inquiries to enrolled students.
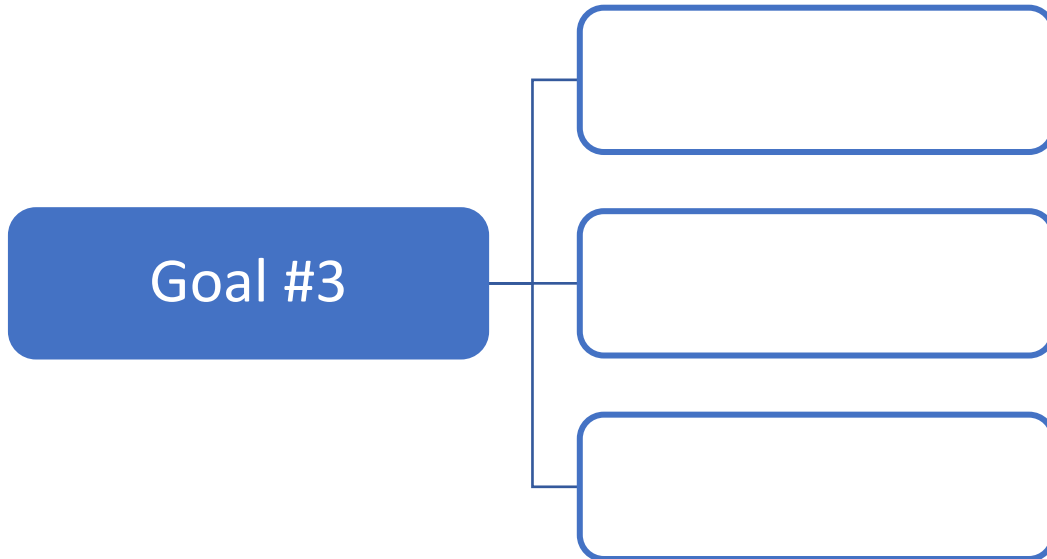
Oakdale's Recrutiment Plan

Take a look at the goals in Oakdale's recruitment plan. Are the strategies that Stef, Vivien, Greta, and Hugo chose similar to the strategies that you brainstormed?

Goal #1

Increase international student enrollment:
- Undergraduate:
  Increase the international undergraduate population to 7% of the overall undergraduate population. That would mean an increase of about 500 students or 100 international full-time students, year-over-year.
- Graduate:
  Increase the international graduate student enrollment from just under 5% to 12% of the overall graduate population in five years.

Strategies

- To do this, we will need to increase international leads and applications by 5-10% over last fall.
- Strengthen ties with international alumni by:
    - Strengthening relationship with Office of Alumni Relations
    - Increase the number of international alumni who participate in recruiting activities by 15%
    - Create an international alumni advisory board
    - Increase messaging to international alumni
    - Develop short video series featuring international alumni
- Evaluate international partnerships for opportunities
- Evaluate existing and potential internal recruitment partners for opportunities
- Evaluate domestic recruitment opportunities
- Conduct focus groups with current students to identify priorities for international students and potential recruitment volunteers

Methods of Evaluation

- Establish the goal number of international leads and applications by semester and track the number of international leads and applications to see if we are meeting those benchmarks.
- Track and categorize messaging to alumni in order to measure frequency and engagement. We will track engagement (open, click-through rates, etc.) of this messaging in order to determine effectiveness.
- Measure the number of alumni who participate in recruiting activities
- Produce reports summarizing analyses of international partnerships, internal recruitment partners, and domestic recruitment opportunities.

Timeline

Year 1-2:

- Create an international alumni advisory board
- Increase messaging to international alumni
- Strengthen relationship with Office of Alumni Relations
- Evaluate international partnerships to identify growth opportunities
- Evaluate 3rd party partners such as faculty, EducationUSA offices, agents, etc. to identify growth opportunities
- Evaluate domestic recruitment opportunities such as community colleges, high schools, and intensive English programs
- Conduct focus groups with current students to identify priorities for international students and potential recruitment volunteers

Years 3-5:

- Develop short video series featuring international alumni
- Pursue 2-3 growth opportunities identified through evaluation of international partnerships
- Pursue 2-3 growth opportunities identified through evaluation of 3rd party partnerships
- Arrange recruitment events hosted by alumni advisory board

Goal #2

Diversify Oakdale's international student population, both in terms of country of origin and program of study.

Strategies:

- Create customized recruitment materials tailored to the targeted audiences
- Participate in an additional fair to a new or underserved market
- Add extension to Japan, Mongolia, South Korea, China tour to target Southeast Asian markets
- Double the number of international media hits from our targeted secondary market countries (Brazil, Japan, Mongolia, Bangladesh) and increase visitors to our web page and social media properties from those countries
- Gain additional funding for 10 partial scholarships for international students each year to help meet financial need for students from target countries
- Research new markets to target
- Improve outreach to students interested in majoring in business and the social sciences
- Expand number of academic programs enrolling Chinese students

Methods of Evaluation

- Count and track the number of audiences that have specifically tailored marketing materials.
- Record the number of international media hits by market.
- Use social media and web analytics to track number of visitors to our web page and social media properties by country.
- Measure number of leads and applications from target audience and the method of recruitment involved.
- Track outreach efforts by market.
- Report and track numbers of current international students by country of origin and program of study.

Timeline

Year 1-2

- Increase visitors to our web page and social media properties from secondary markets
- Evaluate materials developed for these markets for areas of improvement or translation
- Research new markets to target
- Survey current students enrolled in business and the social sciences to identify areas of improvement and opportunities for outreach
- Conduct cost-benefit analysis on funding for additional international student scholarships
- Reach out to academic departments to identify potential champions for increased enrollment and methods of getting buy-in

Years 3-5

- Participate in an additional recruitment fair to a new or underserved market
- Add extension to Japan, Mongolia, South Korea, China tour to target Southeast Asian markets
- Present cost-benefit analysis on funding for additional international student scholarships to stakeholders and include in budget
- Take action on areas of improvement and opportunities for outreach identified through outreach to current students

Goal #3

Increase conversion rate of inquiries to enrolled students.

Strategies:

- Develop more targeted messaging for prospective students
- Host webinars for admitted students to answer questions
- Survey current students to find out why they chose Oakdale
- Review data of admitted students who do not enroll to see if there are trends
- Test different messaging schedules
- Explore use of current CRM – could methods be improved?

Method of Evaluation

- Set goals for conversion rate of inquiries to applicants by semester and track conversion.
- Track conversion rate through outreach to prospective students to determine most successful methods.
- Evaluate different messaging schedules for levels of engagement (open, click-through rate, etc.) and number of prospective students who apply.
- Produce reports on trend analysis from admitted students who do not enroll.

Timeline

Year 1-2

- Survey current students to find out why they chose Oakdale
- Review data of admitted students who do not enroll to see if there are trends
- Conduct A/B testing with message frequency approaches and marketing messages for 3 of the target audiences
- Host webinars for admitted students to answer questions
- Create parent resources customized by target audience

Years 3-5

- Implement changes in messaging approach based on trend analysis
- Implement methods for students to live chat or message recruiting staff
- Conduct A/B testing with message frequency approaches and marketing messages for 4 additional audiences
- Connect admitted students with current students

How does Oakdale's recruitment plan compare to the recruitment plan at your institution?

Which methods of evaluation do you use?

Do you think the timeline set for each of the goals is realistic? Why or why not?

Division of Responsibilities

Some institutions divide responsibilities by function. Others divide responsibilities by region. At Oakdale, they take a hybrid approach to dividing recruiting responsibilities. How does your institution divide responsibilities? Use the space below to outline the staffing model at your institution.

Post Module Objectives Review

Complete the chart by indicating your level of confidence applying each of the objectives using the following scale of strongly agree, agree, and disagree.

	Disagree	Agree	Strongly Agree
I can explain critical uses of the international student recruitment plan.			
I can implement an annual recruitment plan.			
I can identify recruitment strategies and methods of evaluation to meet goals.			
I can connect institutional and market analysis to goals.			

NAFSA Resources

➢ NAFSA International Educator - How to Create a Successful International Recruitment Plan

https://www.nafsa.org/_/File/_/ie_julaug17_enrollment.pdf

➢ NAFSA International Educator - Managing Strategic Risk in International Enrollment Management

http://www.nafsa.org/findresources/Default.aspx?id=52612

➢ NAFSA International Educator - The Changing Tide of South Korean Student Flows

http://www.nafsa.org/_/file/_/ie_marpar14_south_korea.pdf

➢ NAFSA Professional Resources - Building an IEM Strategic Plan: Questions to Ask Before You Begin!

http://www.nafsa.org/findresources/Default.aspx?id=17203

Module 4 Contents

Module 4: Methods of Recruitment

Objectives

How important is this topic to your ability to succeed in your job? Complete the chart by indicating your level of interest in each of the objectives.

In this module, you will:	Critical to Success	Important	Not Important
Describe common methods of recruiting international students.			
Compare and contrast recruitment methods including benefits and drawbacks.			
Select recruitment methods to achieve recruitment goals.			
Describe recruitment methods in the context of the international enrollment management cycle.			

Introducing Recruitment Methods

Erden - Potential students, like Erden, are starting to consider their options for higher education. We need to engage his interest by building his awareness of Oakdale as a strong option for his educational needs.

Xin - Xin is a Chinese student seeking a graduate program in the U.S. He has reached out to Oakdale to get more information about specific programs. In the inquiry phase, we provide specific information about programs and critical decision factors and encourage students, like Xin, to start the application phase.

Mpande - Mpande has started her application and is gathering information to complete it. The complexities of the foreign application, documentation, credentialing, and translation can be daunting. Without support, she may decide it's too challenging and fail to complete it, which makes it critical to have consistent support and encouragement as she completes her application.

Recruiting is all about finding the best way to reach students that are a good fit for your institution. Every student and institution is unique. Recruitment methods should be tailored to the institution and recruiting goals.

Which methods do you use for recruiting at your institution?

Answer each of the considerations for selecting a recruitment method as it pertains to your institution.

What are the goals for international student recruitment at myinstitution?	
What is the budget for international student recruitment at my institution?	
How many staff members are available to assist with this recruitment strategy?	
How much time is involved with this recruitment strategy?	
How can I evaluate the effectiveness of this recruitment strategy?	

Quick Reference

Group Travel

- The provider takes care of all the organizational details
- Options for complementary offerings
- Can learn from other institutions
- Draws from a larger pool of students

- Schedule may not match your ideal itinerary
- May lack time for in-depth connections
- Less flexible

Small Group Travel

- Often more cost-effective than both individual travel and group tours
- Share logistics planning
- Customize itinerary to shared interests
- Can learn from other institutions
- Attracts more students than an individual trip

- Attendance at events can be smaller than on a large group tour
- Schedule coordination across group
- Success depends on quality of the group
- Competition with other institutions

Individual Travel

- Personalized trips specific to destination
- Allows for visits to areas that other schools may not be visiting
- Create your own schedule to include top priority connections
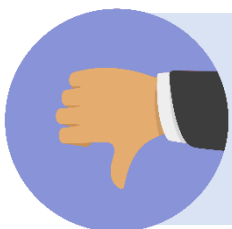
- Coordinating all the logistics can be time-consuming
- No opportunity to gain shared expertise or feedback
- Generally, draws from a smaller pool of students

Online Fairs

- Marketing done by a professional organization
- Cheaper than travel to a country
- Can be a good first step to recruiting in a new country
- Response rate is high
- Can target broad or narrow groups of students and talk directly with them

- May still carry significant costs
- May generate high volume of interest outside of normal business hours
- Quality may vary
- Potential technological issues with internet connections and speeds overseas

Social Media

- Allows you to connect with students and facilitate storytelling
- Increases indirect involvement with students and stakeholders
- Can provide good analytics
- Opportunity to be creative
- Provides a way for students to contact each other

- Constantly evolving platforms, can be used differently in different cultures
- Staying relevant and current can be challenging
- Requires creativity
- Requires frequent posting and can be time-consuming

Communication Platform

- Direct engagement with students and other stakeholders creates dialogue
- Able to communicate with many applicants at the same time
- Able to communicate with prospective students in any location
- Able to include parents and teachers
- Direct contact, even if virtual, can build trust

- Technology issues
- Scheduling

Domestic Recruitment

👍
- Cheaper than international travel
- Students are already interested in studying in the U.S.
- Students may have higher English proficiency
- Outreach efforts to local communities are relatively low-cost

👎
- Lower concentrations of international students at community colleges or high schools
- Self-funding ability of students may be an issue

Travel

Match the recruitment efforts to the goal.

Build awareness of our institution	Meet with alumni group
	Info session and luncheon at American School of South Korea
Connect with prospective students	Meet with partner education agents
	Presentation on U.S. education system at University of Busan
Build relationships	Presentation on U.S. education system at Gangnam National University
	Meet with EducationUSA Advisers
Maintain established relationships with partner organizations	College Fair hosted by International School of Busan

Does your institution use travel as a recruitment method?

What are the benefits and drawbacks to this method at your institution? Are they similar to or different from the ones at Oakdale?

Where does travel fall on the budget and resource investment scale at your institution?

Online Fairs

What features and elements are important to you in an online fair vendor?

Does your institution use online fairs as a recruitment method?

What are the benefits and drawbacks to this method at your institution? Are they similar to or different from the ones at Oakdale?

Where do online fairs fall on the budget and resource investment scale at your institution?

Tips/Best Practices

For any fair or travel vendor (online or in-person)

- Ask for list of peer schools that use them
- Can you talk to me about the benefits, drawbacks, and aha-moments?

Communications Platforms

What do you think are the pros and cons of each of these methods?

Video Chats

Webinars

Web Chats

Does your institution use communications platforms as a recruitment method?

What are the benefits and drawbacks to this method at your institution? Are they similar to or different from the ones at Oakdale?

Where do communications platforms fall on the budget and resource investment scale at your institution?

Social Media

Facebook is not always the most popular social media platform in other countries. Here are a couple of examples of other popular platforms.

V Kontakte

WeChat

Odnoklossnik

Sina Weibo

QZone

Baidu Tieba

Does your institution use social media as a recruitment method?

What are the benefits and drawbacks to this method at your institution? Are they similar to or different from the ones at Oakdale?

Where does social media fall on the budget and resource investment scale at your institution?

Look at your audience.			
What social media outlets do they use?	When are they online?	How do they want to be reached?	What content do they relate to?

What can you provide via social media?	
What are their needs?	Which platform is most appropriate?

Domestic Recruitment

Does your institution use domestic recruitment as a recruitment method?

What are the benefits and drawbacks to this method at your institution? Are they similar to or different from the ones at Oakdale?

Where does domestic recruitment fall on the budget and resource investment scale at your institution?

Evaluating Budget and Resource Commitments

What resource and budget commitment does each recruitment method require at your institution? Circle your answers in the chart below.

	Resource Commitment			Budget Commitment		
Travel	Low	Medium	High	Low	Medium	High
Social Media	Low	Medium	High	Low	Medium	High
Online Fairs	Low	Medium	High	Low	Medium	High
Communications Platforms	Low	Medium	High	Low	Medium	High
Domestic Recruitment	Low	Medium	High	Low	Medium	High

Market Analysis

Read the following two articles before selecting a recruitment method for Vietnam in the module.

Vietnam's Stock Continues to Rise in the World of U.S. International Student Recruitment[2]

By: Mark A. Ashwill

IEM SPOTLIGHT NEWSLETTER, VOL. 12, ISSUE 1 - MAY 2015

Demand for overseas study remains strong among Vietnamese students. In 2013, there were 125,000 Vietnamese students studying overseas, a 15 percent increase over 2012, according to the Ministry of Education and Training (MoET). The top five host countries were Australia, the United States, Japan, China, and Singapore, accounting for two-thirds of the total enrollment. The United States continues to be the preferred destination, based on this ranking and anecdotal evidence.

Of those studying abroad, 90 percent were self-financed, which means that Vietnamese parents are investing nearly $2 billion in the overseas education of their sons and daughters, according to a Ministry of Finance estimate from 2012. That amounts to over one percent of the nation's gross domestic product.

The driving forces behind this trend include: ongoing concerns about the substandard quality of domestic higher education; increased access to information, mainly via the Internet; the growing ability to pay for higher education; the high value placed on education; and aggressive recruitment efforts of many U.S. colleges and universities.

- Vietnam was ranked 75 among 93 countries in the Global Talent Competitiveness Index, which measures a nation's performance based on the quality of talent it can produce, attract, and retain. According to the new study, "Vietnam scores relatively high in global knowledge skills despite its low performance in developing the country's own talent via formal education" (Source: INSEAD, in collaboration with the Human Capital Leadership Institute of Singapore and the Swiss human resources company Adecco).

- The population of ultra-rich individuals in Vietnam will more than double in the next 10 years, making it the fastest growing in the world, according to a prediction made in the annual Wealth Report released in March by the global real estate consultancy Knight Frank.

- The results of the Pew Research Global Attitudes Project, released last year, revealed that emerging and developing countries are more optimistic than their richer counterparts that the next generation will have a higher standard of living. Forty-eight percent of Vietnamese people surveyed felt that having a good education was the most important way to get ahead in life. Working hard, knowing the right people, and being lucky came in at 36 percent, 28 percent, and 24 percent, respectively.

---

[2] http://www.nafsa.org/findresources/Default.aspx?id=50564

SO FAR, SO FAST

2015 is a year of noteworthy anniversaries in Vietnam, including the 40th anniversary of the end of the American War, as it's known here, in which 3.8 million Vietnamese perished. One of the turning points of the postwar period was the decision to shift from a centrally-planned economy to a market economy "with socialist orientation," which was ushered in with the renovation reforms of 1986. Another turning point was the decision made by the United States in 1994 to lift the devastating economic embargo it had imposed on the Democratic Republic of Vietnam ("North Vietnam") in 1965, followed by the normalization of diplomatic relations in 1995.

Vietnam is one of the great success stories of the developing world. The tremendous growth in overseas study is just one of many chapters in the larger inspirational story of Vietnam in the postwar era. When I first traveled to Hanoi in 1996 to set up a summer study abroad program for U.S. students, the economic reforms had just begun to kick in and the per capita income was a paltry $337, making Vietnam one of the poorest countries in the world at that time. In 1997-98, there were 1,210 Vietnamese enrolled at U.S. colleges and universities, many with funding from foundations, governments, and other sources. There are now nearly 26,000 students enrolled at all levels.

UPDATE

Based on Open Doors 2014 data, Vietnam ranks eighth among all sending countries, fifth in undergraduate enrollment—almost evenly split between community colleges and four-year schools, and third in international enrollment at community colleges. 10,867 F-1 (student) visas were issued in the fiscal year 2013, a five percent increase over the previous year. (I heard from a reliable source that this figure jumped exponentially in the fiscal year 2014.)

Using real-time Student and Exchange Visitor Information System (SEVIS) figures from the Department of Homeland Security, there were 23,407 Vietnamese students enrolled at both the secondary and postsecondary levels in the United States, as of October 2014. That represented a dramatic 21 percent increase since July 2014, second only to China (22 percent).

According to the latest SEVIS by the Numbers quarterly update from February 2015, Vietnam now ranks seventh among all places of origin with 25,982 students in the United States at all levels, surpassing Taiwan and nipping at the heels of Japan, which has only 205 more students. The increase of 11 percent over last October was the highest among the top 10 places of origin.

Among the key countries in Asia, Chinese students held steady while the number of students from South Korea, Japan, and Taiwan actually declined. Vietnam remains one of the fastest growing markets in the world for U.S.-bound international students, a trend I expect to continue for the foreseeable future.

RIDING THE RECRUITMENT WAVE

With the spotlight shining brightly on Vietnam for quite some time now, and enrollment increases that range from modest to striking, the market has become extremely competitive. Institutions that are

successful are generally those that have identified Vietnam as a strategic priority and are willing to invest the requisite human and financial resources. In some cases, the earlier they entered the market, the more successful they have been in opening up "pipelines" of Vietnamese students and becoming an overseas study "brand." Their successful recruitment efforts have been augmented by positive word-of-mouth advertising, the best marketing of all.

Here are some other factors to consider when recruiting in Vietnam:

- Over 50 percent of all Vietnamese students are in three states, i.e., if your institution is not located in one of these states, you need to try harder (to borrow an old advertising tagline).

- It is important to develop a diversified recruitment strategy.

- Monitor your progress closely and be prepared to make mid-course corrections, if necessary.

- The use of education agents (choose carefully!), while important, is not enough. (Read the December 12, 2014 University World News article, "Walking the walk – Ethical agency-based recruitment," in which I report on the state of educational consulting companies in Vietnam. http://www.universityworldnews.com/article.php?story=20141210154802672)

In short, you need to combine armchair with in-country recruitment tools and techniques implemented within the context of a long-term vision. These include effective use of alumni and currently enrolled students as institutional ambassadors and cheerleaders, online marketing, localization of promotional materials and fairs, info sessions, targeted high school outreach, and long-term in-country representation, if possible, to name just a few. Those colleagues who view Vietnam as a country du jour and expect immediate results, or those who work exclusively with education agents are doomed to fail.

A LOOK AHEAD

Vietnam is a country on the move. Daunting obstacles have been overcome and suffering redeemed. Phenomenal progress has been achieved with new summits yet to be conquered. Vietnam's greatest resource is its people—hardworking, motivated, always in search of ways to improve their lives through education and training. How can your institution benefit from incorporating Vietnam into its internationalization strategy? What contributions can you make to help take Vietnam to the next level under the rubric of global service and in the spirit of doing well and doing good? Given the increasing number of Vietnamese returning home and the landmark contributions they are making in the public, nonprofit, and private sectors, to the benefit of themselves, their families, and their country, as well as the significant contributions of those who make the very personal decision to remain abroad, student recruitment is one such area.

PLACES OF ORIGIN
A CLOSER LOOK AT ASIA – FEBRUARY 2015 COMPARED TO OCTOBER 2014

CHINA
331,371
+0.4%

SOUTH KOREA
87,384
-1.2%

JAPAN
26,187
-10.9%

SAUDI ARABIA
80,941
+4.9%

INDIA
146,336
+9.0%

VIETNAM
25,982
+11.0%

TAIWAN
23,503
-4.0%

TOP 10 COUNTRIES OF CITIZENSHIP

CHINA   INDIA   SOUTH KOREA   SAUDI ARABIA   CANADA   JAPAN   VIETNAM   TAIWAN   MEXICO   BRAZIL
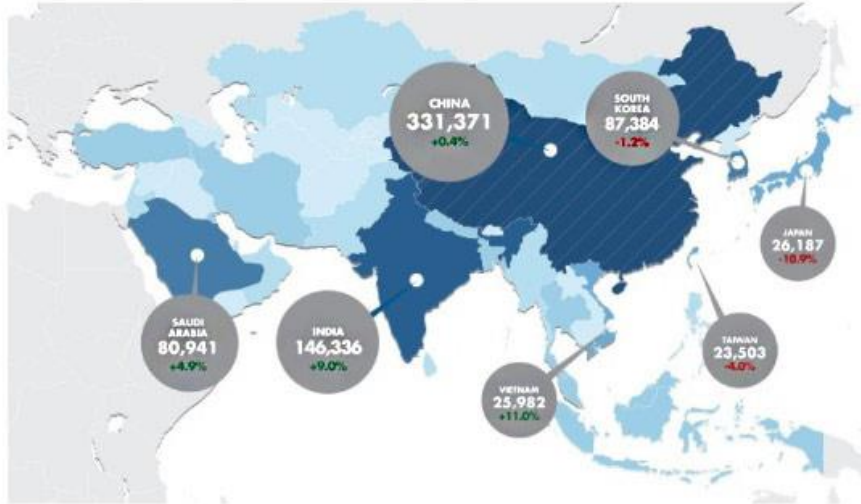
TOP TEN COUNTRIES OF CITIZENSHIP
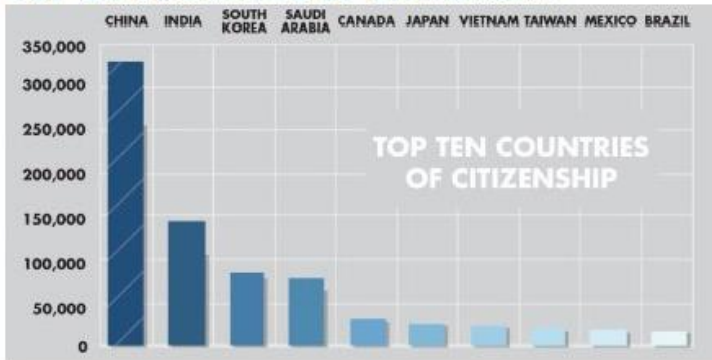
Dr. Mark A. Ashwill is managing director of Capstone Vietnam, a full-service educational consulting company with offices in Hanoi and Ho Chi Minh City. From 2005 to 2009, he served as country director of the Institute of International Education in Vietnam. A 2011 Hobsons consultant's report noted that Dr. Ashwill's work and that of former U.S. Ambassador Michael Michalak "helped to promote the United States as a destination for Vietnamese students, and strengthened the ties between the Vietnamese Ministry of Education and Training (MOET) and U.S. universities." In June 2012, Jeff Browne wrote in his blog Vietnomics that "Much of the credit for the strengthening U.S.-Vietnam higher education link goes to Hanoi-based educator, Mark Ashwill, director of Capstone Vietnam and key adviser to student-run

nonprofit VietAbroader, both of which help Vietnamese students navigate the American education culture." Ashwill can be reached at markashwill@capstonevietnam.com.

2016 Top Markets Report Education Country Case Study, Vietnam[3]
Department of Commerce, International Trade Administration

Overall Rank: 9

Vietnam has risen from the 26th position in 2004/05 with 3,670 students sent to the United States to ninth place in 2014/15 with 18,722 students. Over this 10 year period, the number of Vietnamese students increased by 410 percent. This large, steady growth over a decade helps make Vietnam an attractive market for U.S. institutions. These upward growth trends have given little sign of moderating, offering important export opportunities for U.S. colleges and universities.

The Vietnamese market scores well under the criteria in the ITA methodology in Appendix 1. First, the number of Vietnamese students studying in the United States is relatively large and continues to increase each year, reaching 18,722 in 2014/15. Second, UNESCO reports that in 2013, approximately 53,500 Vietnamese students studied abroad and that the United States has done well in attracting about one-third of all Vietnamese students studying abroad. Third, the growth rate of Vietnamese enrollments has increased steadily. Fourth, the relatively low numbers of students going abroad suggests that there is room to improve U.S. export performance in this market. Fifth, 41.3 percent of the Vietnamese population is 24 years old or younger.[4]

Based on recent trends, ITA projects the number of Vietnamese students studying in the United States will climb from 18,722 in 2014/15 to 27,000 in 2019/20, or 42 percent over the next five years.[5]

LEVEL AND FIELDS OF STUDY FOR VIETNAMESE STUDENTS

A large majority, 66 percent, of Vietnamese students in the United States are undergraduates. Business and management attract 32.6 percent of Vietnamese students in the United States, making them the most popular fields of study. The STEM fields are in second place with 28.4 percent of Vietnamese students. The social sciences attract 5.1 percent of students and intensive English attracts 8.6 percent. This strong preference for STEM and business is typical of students from all the leading countries sending students to the United States.[6]

---

[3] http://trade.gov/topmarkets/pdf/Education_Vietnam.pdf

[4] 1 Institute of International Education (IIE), Open Doors Fact Sheet: Vietnam; UNESCO, Global Flow of Tertiary-Level Students, Vietnam at http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx

[5] IIE Open Doors program; Estimate by ITA;, https://www.cia.gov/library/publications/the-world-factbook/geos/vm.html, accessed March 21, 2016.

[6] IIE Open Doors, International Students by Place of Origin and Academic Level, 2013/2014 & 2014/2015, and Fields of Study for Selected Places of Origin, 2014/2015.

In addition to university study, another potential destination for Vietnamese students is U.S. boarding schools for high school students. The reason is the increasingly popular view that a year or two studying in a U.S. boarding school will facilitate acceptance at a U.S. college or university.

Figure 1: Vietnamese Students in the United States 2005-2020*

Source: Historical Data - Institute of International Education. (2015), Open Doors
Forecast: International Trade Administration estimates.
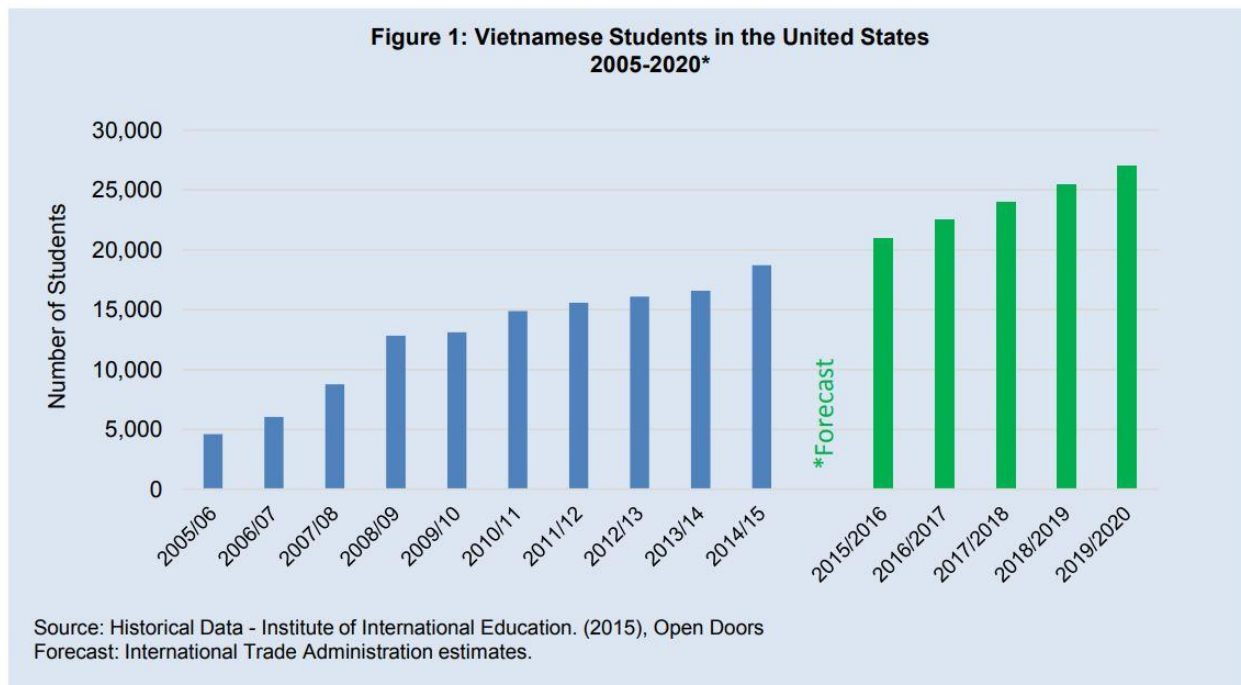
FUTURE GROWTH/OPPORTUNITIES

While in the near-term, the number of Vietnamese students is likely to increase, there are several factors to reduce the number of students coming to the United States. The number of Vietnamese students increased over the past 10 years by 410 percent, and the increase from 2013/14 to 2014/15 was 12.9 percent.

Two developments might further slow increases in Vietnamese student enrollment in the United States. First, improving domestic higher education is a top priority for the Vietnamese Government, with the goal of a 10 percent increase in domestic university enrollment. To this end, over the last few years the Vietnamese government has increased budget allocations, liberalized private sector involvement, and encouraged foreign participation in developing education and training services in Vietnam.

Second, other destinations, such as Australia and Singapore, offer proximity, affordable costs, and possible post-graduate employment. The experience of the winner of an award from ITA's MDCP (Market Development Cooperator Program) suggests that success in the Vietnamese market requires a steady, concerted effort over a long period to learn about the market and how to recruit Vietnamese students.[7]

---

[7] ITA Global Education Team, Education and Training Services Resource Guide (2016 edition), article on Vietnam, pp. 107 ff.

Post Module Objectives Review

Complete the chart by indicating your level of confidence applying each of the objectives using the following scale of strongly agree, agree, and disagree.

	Disagree	Agree	Strongly Agree
I can describe common methods of recruiting international students.			
I can compare and contrast recruitment methods including benefits and drawbacks.			
I can select recruitment methods to achieve recruitment goals.			
I can describe recruitment methods in the context of the international enrollment management cycle.			

Resources

➢ ICEF Monitor - America and Japan reporting big gains in Vietnamese enrolment

http://monitor.icef.com/2016/04/america-and-japan-reporting-big-gains-in-vietnamese-enrolment

➢ ICEF Monitor - Growing demand for vocational training in Vietnam

http://monitor.icef.com/2016/05/growing-demand-vocational-training-vietnam

➢ International Trade Administration - 2016 Top Markets Report Education Country Case Study, Vietnam

http://trade.gov/topmarkets/pdf/Education_Vietnam.pdf

➢ The World Factbook - East & Southeast Asia: Vietnam

https://www.cia.gov/library/publications/the-world-factbook/geos/vm.html

➢ UNESCO Global Flow of Tertiary - Level Students

http://uis.unesco.org/en/uis-student-flow

NAFSA Resources

➢ NAFSA e-Learning Seminar - Recruiting International Students Within the United States ($)

http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=53360

➢ NAFSA IEM Spotlight - Vietnam's Stock Continues to Rise in the World of U.S. International Student Recruitment

http://www.nafsa.org/findresources/Default.aspx?id=50564

➢ NAFSA IEM Spotlight - Small Group Recruitment Travel

http://www.nafsa.org/findresources/Default.aspx?id=52828

➢ NAFSA Network Resource - Toolkit on basics of international recruitment travel overseas

https://www.nafsa.org/uploadedFiles/Chez_NAFSA/Find_Resources/Supporting_International_Students_And_Scholars/Network_Resources/International_Enrollment_Management/toolkit_basics_intl_recruitment_travel_overseas.pdf

Module 5 Contents

Module 5: Partners for International Student Recruitment

Objectives

How important is this topic to your ability to succeed in your job? Complete the chart by indicating your level of interest in each of the objectives.

In this module, you will:	Critical to Success	Important	Not Important
Identify on- and off-campus partners for recruiting.			
Describe how different people and organizations can aid in recruiting efforts.			
Determine which partners could be most effective in providing assistance to support specific recruiting strategies.			
Recognize benefits that partners can provide to implement the international student recruitment plan.			

Introduction to Internal and External Partners

Circle the correct category for each example.

Professor Gilbert helped recruit a colleague's grandson, Erden Barga.

Faculty and Staff	Education USA	Alumni	Education Agents

Professor Stein, the adviser for the education abroad program in Ecuador trip, met with the EducationUSA office.

Faculty and Staff	Education USA	Alumni	Education Agents

Provost Regan recommended a partnership with Ecuador. Education Abroad adviser met with partner school faculty.

| Faculty and Staff | Education USA | Alumni | Education Agents |

One of the main strategies to achieve recruitment Goal #1 is to increase alumni involvement.

| Faculty and Staff | Education USA | Alumni | Education Agents |

Current Students

How are students involved with international student recruitment on your campus?

How can students help achieve your goals?

Which method would you choose first for your institution? Why? Consider your goals.

☐ Search our database for students who are Chilean citizens.
☐ Contact Professor O'Connor from the press release to learn more about the program and other students who may have studied in Chile.
☐ Ask our colleagues in education abroad if they have any programs in Chile.
☐ Post congratulatory remarks to student Eric Castillo on social media and ask students to respond if they have studied in or traveled to Chile.

Faculty and Staff

Stef: Hi Professor O'Connor, this is Stef in the international student recruitment office. I just heard the great news about the student from your department being awarded a Fulbright grant to study in Chile. How exciting!

Professor O'Connor: Thank you Stef, it's very exciting! How are you?

Stef: I'm great! We just hired a new recruiter, Hugo. We're actually doing some research on a new area, Chile. Do you do much work with the observatory in Chile where Eric will be conducting his research?

Professor O'Connor: Yes, I do some collaborative work with them. Last summer I taught a summer course that included two weeks of research at the observatory. While I was there I met a few of the Chilean astronomers and professors.

Stef: Wow, that must have been a terrific experience! Would you be able to introduce me to your colleagues? I'm working on outreach to Chile and would love to learn more. Maybe if you travel back there you could even speak with some prospective students for us or drop off some materials.

Professor O'Connor: Sure Stef, I met Professor Silva Torres while I was there, and I think he does some work with a summer camp for secondary students as well as teaching at a university. I can find out and introduce you over e-mail if he's interested. I'm also planning a return visit next summer to do some work on a project, so I might be able to squeeze in a meeting or two.

Stef: Thank you so much! That would be great. I'll send you some follow-up materials. We really appreciate your support! Faculty and staff can be great partners in our recruitment efforts.

How is Professor O'Connor going to assist with the recruitment efforts in Chile?

Are faculty and staff involved with international student recruiting at your institution?

Alumni

What information is essential for international alumni to accurately and effectively represent the institution?

What methods are available for reaching international alumni volunteers?

Who will deliver the communication or training?

How do you keep international alumni continuously engaged?

Off-Campus Partners

In the corresponding column, write at least one contact that you have for each type of external partner.

Organizations/Associations	
Government Agencies	
Scholarship Organizations	
EducationUSA	
Agents	
Guidance Counselors	

Are there any types of partners that you don't work with? Why not?

EducationUSA

Vivien – Recently, we were asked to participate in an information session conducted by the EducationUSA office in Brazil. This session was about how to be successful as an international student in the U.S. The EducationUSA adviser gave us information about what students in Brazil generally know about higher education in the U.S. and what questions they frequently asked. We put together resources from our international student advisers and current international students. We gave advice that would be helpful to students at any campus, but included examples and photos of Oakdale.

How did the EducationUSA adviser help Vivien? How could EducationUSA help your school?

Describe types of students	Describe what students are looking for	Host information sessions
Host webinars	Share resources with students who are interested in IE	Advise students on applying to schools
Advise students on applying for visas	Advise students on finding financing	Verify financial practices in a country

Sponsoring Organizations

➢ Bolashak Scholarship Program (Center for International Programs, Republic of Kazakhstan)

➢ BOTAS Petroleum

➢ Egyptian Government

➢ Libyan Government-CBIE

➢ Oman Cultural Division

- ➢ Qatar Higher Education Institute
- ➢ Qatar Petroleum
- ➢ Saudi Arabia Cultural Mission
- ➢ Kuwait Cultural Office
- ➢ Turkey (Embassy and Higher Education Ministry)
- ➢ United Arab Emirates (Embassy and Higher Education Ministry)
- ➢ United Arab Emirates
- ➢ Vietnamese Embassy
- ➢ The Royal Thai Embassy
- ➢ Qatar (Higher Education Ministry)
- ➢ MARA (Malaysia)
- ➢ LASPAU
- ➢ AMIDEAST (Fulbright)
- ➢ IIE
- ➢ IREX (Thomas Jefferson UGRAD program)
- ➢ World Learning (UGRAD; USAID programs)
- ➢ American Councils (KAEF - Kosovo American Education Fund)
- ➢ USAID (West Bank, Gaza, Pakistan)
- ➢ Canadian Bureau for International Education
- ➢ Mexico (PROYECTA)
- ➢ Iraq (HCDP, MOHESR)
- ➢ Kazakhstan (Bolashak)
- ➢ BECAS Chile

Sponsored Students

10 Things Universities Can Do to Attract More Sponsored Students to Campus
NAFSA e-Learning Seminar: Building Relationships with Sponsored Student Agencies

1. Offer cost-sharing.

   If your institution is not able to offer tuition waivers (full, partial, out-of-state, etc.) or reductions/discounts, consider other options such as cost-sharing on room and board or other "in-kind" contributions (e.g., airport pick-up, host families, etc.).

2. Be flexible with application deadlines when and if possible.

   If some departments are able to accept late applications, let programming organizations and sponsors know.

3. Offer flexibility in standardized test score requirements.

   Waive or be flexible on GRE or SAT minimum scores for sponsored students.

4. Provide quick turnaround on application decisions – even on late applications!

5. Offer conditional admission.

   Offer to academically qualified candidates who need more time to reach a certain English level and/or to meet standardized test scores that can't be waived.

6. Designate a single point of contact for programming organizations, sponsors, and embassies.

   This could be a dedicated sponsored student adviser or coordinator within the International Student Office and/or a dedicated office. If this isn't possible, even designating a single adviser to be the point person for sponsored students can be helpful.

7. Accept certified copies of transcripts, test scores, and other documents from trusted programming organizations or sponsors.

   If your institution requires originals, require them only prior to enrollment but accept certified copies for the admission process.

8. Provide on-campus housing and/or arrange for other housing for sponsored students.

   Keep in mind that sponsored students often need a place to stay over long breaks when campus housing is closed.

9. Accept sponsor's or programming organization's insurance policy rather than requiring the university policy.

10. If appropriate, accept sponsor's or programming organization's application rather than requiring your institution's application for each sponsored student.

Guidance Counselors

Select true or false for each of the following statements.

Guidance counselors can help identify students.

True	False

Guidance counselors can provide students with support on their applications.

True	False

Guidance counselors can certify students' English levels.

True	False

Guidance counselors can guarantee a percentage of students that will enroll in your institution.

True	False

Guidance counselors can provide information about their school that can be helpful in admissions decisions.

True	False

Guidance counselors can increase brand awareness of your institution.

True	False

Guidance counselors can provide you with market research on their country.

True	False

Guidance counselors can answer student questions.

True	False

Guidance counselors can help translate social media posts.

True	False

Connecting Internal and External Partners to Recruitment Goals

Which on- and off-campus partners can you use to work towards your goals?

Education Agents

Have you ever worked with an agent? What were some of the drawbacks or benefits you experienced while working with them?

Can you think of any other potential drawbacks or benefits of working with agents that weren't mentioned?

Government and Other Scholarship Organizations

U.S. Government Programs	Governments, Ministry of Higher Education & Embassies	Programming Agencies	Corporations
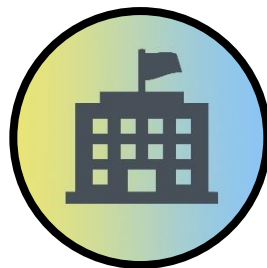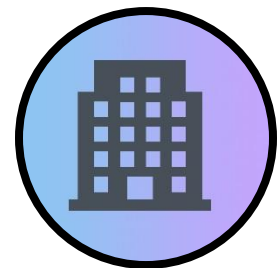
What are the objectives of the sponsorship?

Sponsors typically determine the degree level, majors, and duration of study	
Why is the government funding students?	
Are students employed when they return home? (Kuwait gives government jobs; Iraq gives government or education jobs)	
What is the student obligation when they return home? (Kazakhstan must work for 5 years and show collateral)	

How do you get approval to host scholarship students at your institution?

How is the sponsorship assigned?	
Can the student choose the field of study and the school?	
Is this a grant for which you have to apply?	
Do you need a Memorandum of Understanding (MOU)? Or do you just get on a list of approved universities?	

What is the timeline?

What is the timeframe for academic completion at home?	

How long does it take to get a U.S. visa?	
What type of visa do students require?	
When does a student apply for a scholarship?	
When are scholarships granted?	

What are the qualifications for the scholarship?

Does the sponsor award scholarships based on academic performance?	
Does the sponsor require minimum language proficiency requirements?	
Are students required to provide TOEFL or IELTS scores in advance?	
Is there a time limit on when students must achieve matriculation requirements for proficiency?	

What is covered by the program?

Intensive English Programs? What level of study, Associates, Bachelors, Masters, Doctorates, Certificates?	

Are students permitted to apply for extensions if they are unable to finish the program in a set timeframe?	
What does the scholarship stipend cover? Does it cover dependents?	
Is health insurance provided or reimbursed?	

Integrating Methods and Partners Applied Scenario

Highlight the key information that Audra and Professor Silva Torres provide.

EducationUSA adviser in Chile

Hugo - Hi Audra, my name is Hugo and I'm an international student recruiter at Oakdale University in St. Louis. I'm not sure if you heard, but we just had an alumnus selected to do research in Chile on a Fulbright grant, and we have a few other graduate students from Chile at our school. We are looking at becoming more active in our recruiting there and I would love it if you could give me a little more information about the country and student demographics.

Audra - Hi Hugo, it's nice to meet you. I would be happy to help! I love living in Chile. It is a beautiful country with mountains and beaches and has become a model in Latin America for economic growth and stability. In addition, it ranks in the top Latin American countries for student mobility and the number of students going abroad has been increasing.

Hugo - That's really interesting. Are the students who go abroad more at the undergraduate or graduate level?

Audra - More at the graduate level. I think something like 75% of students who go abroad do so for graduate degrees. But a lot of students in Chile are interested in pursuing their graduate degree, the numbers have grown exponentially. The government is actually supporting students to go abroad to pursue masters, doctoral, and post-doctoral work in many science fields through the BECAS Chile scholarship. The scholarship program is a great opportunity because students trying to go abroad might have financial issues.

Hugo - Wow, I didn't know about that program. I'll have to do some research. Do you have any info on that program?

Audra - Sure, I'll send you some materials. If you have a Fulbright grantee at a program here, you may want to look into whether you have any faculty or graduate students with connections to the program.

Personal connections are really important to Chileans! Even though it seems like students are always on social media, the personal touch still really matters here!

Hangs up

Hugo - Wow, we got some great information from Audra!

Professor Silva Torres

Hugo - Hola Professor Silva Torres, my name is Hugo and I'm calling from Oakdale University where I recruit international students. Professor O'Connor in the astronomy department gave me your name and said that you might be able to provide some information on students from Chile and what they are looking for in graduate education.

Professor Silva Torres - Hola Hugo! Please tell Professor O'Connor that I said hello! I really enjoyed working with her when we were conducting collaborative research at the observatory. I don't mind giving you some information on the students here and what they are looking for. Chileans are very passionate about quality education systems. In fact, students have been protesting and demanding education reforms. In other words, they are invested students. They want to know that they are going to a university with a good reputation, high-quality academics and top-notch faculty! But sometimes English language skills can be a challenge, as can the cost of studying in the United States.

Hugo - That's important information to have. Do you have any ideas about the best way to connect with students?

Professor Silva Torres - Definitely. One-on-one connections and relationship building are really important here in Chile. These connections matter and take time to build. Chileans like to get to know someone. Social media is popular, but really the in-person connections are the most important.

Hugo - Thanks so much for your time!

Hangs up

Hugo - Professor Silva Torres was very helpful!

Social Media

We have this great connection with Professor O'Connor and alumnus Eric Castillo who have visited Chile and conducted research at the observatory. Let's highlight them with posts on social media and make sure that they are translated into Spanish. We can do a video about their experience and then email it out to leads in Chile obtained from our lists.

Results: The social media posts and video were viewed positively and had decent engagement levels. However, they did not result in increased sustained web or social media traffic from Chile. People saw the posts, but there wasn't enough other content to keep them engaged. I think we need to try something different to make more personal connections and increase awareness of Oakdale.

What happened?	
What options do you have?	
Why is this the best option?	
What kind of results can you expect?	

Group Tour

Sign-up for a group tour to start making personal connections. The company that we have used in Brazil offers a Latin American fair with several stops in Chile and meetings with BECAS Chile and the Fulbright offices. This would let us start building the personal connections that seem to be really important in this market and also meet with the Fulbright office, where we already have a connection.

Results: We made a lot of connections with prospective students through this trip, as well as started to build connections with other stakeholders. We did a good job of following up with prospective students from this trip. However, I'm concerned about how we can expand the impact of our recruitment beyond this trip and keep it from being a one-time event.

What happened?	
What options do you have?	

Why is this the best option?	
What kind of results can you expect?	

Which methods have you employed with alumni or students? Would any of these strategies work for your institution?

Benefits and Drawbacks

Working with partners has benefits and drawbacks. The main points for each partner are listed below.

Partners	Benefits	Drawbacks
Current Students	- Students can help you to provide one-on-one communication to more students and add credibility and authenticity to your recruitment efforts. - Personal connections are very important in many parts of the world; knowing a current student is a strong personal connection. - Student employees can be a really valuable resource for helping your office to accomplish more and expand outreach.	- Training time, need to provide clear and accurate information on programs as well as what to say and what not to say. - Frequent turnover. - Can take trial and error to find the most effective ways to use students on your campus.

Faculty and Staff	• Outreach to prospective students and applicants, especially when traveling abroad. This can be especially effective at the graduate level. • Publishing her research at universities in Chile to promote Oakdale's academics. • Making connections, giving presentations, or distributing materials while traveling overseas. • Expanding the overseas network through colleagues. • Continuing to conduct research in other target countries. • Developing and supporting departmental or major specific scholarships.	• May want areas of interest prioritized over areas of the recruitment plan. • Faculty and staff need to be prepared and trained. • Faculty and staff may be too busy to devote time to recruiting.
Alumni	• Alumni can help you to provide one-on-one communication with more students and add credibility and authenticity to your recruitment efforts. • Personal connections are very important in many parts of the world; knowing an alum is a strong personal connection. • Connecting students with alumni can motivate both to feel more connected with their Alma Mater. • Local knowledge and voice. • Vested interest in success of the school. • Direct career advice and connection between education received at your school and in their home country. • Alumni with kids can encourage their children to attend their Alma Mater.	• Alumni need to be trained on new and current programs, student demographics, current admission policies and procedures, costs and financial aid, ISSS and ESL programs. • Can be difficult to monitor efforts and results.

EducationUSA	• Providing information about students, educational systems, and market trends. • Assisting students with finding and applying to schools, applying for visas, and finding financing.	• Role is limited based on mission of the organization to promote education in the United States generally, not specific institutions.
Department of Commerce	• The overseas presence of the commercial service with offices in most countries. • Ability to provide in-country support such as establishing contacts, scheduling meetings, providing space, and negotiating advertising rates. • Promoting U.S. education overseas. • Publishing reports with information on each country. • Promoting your specific institution as a paid service.	• Role can be limited based on the scope of the organization.
Associations and Consortiums	• Help pool recruitment resources. • Increase brand awareness of institutions in your state. • Feature schools. • Organize trips. • Host guidance counselor tours. • Promote the state. • Share ideas and facilitate opportunities to meet peer institutions. • Increase brand awareness.	• Role can be limited based on the scope of the organization.
Guidance Counselors	• Can help identify students. • Can provide information about their school that can be helpful in admissions decisions. • Can increase brand awareness of your institution. • Can advise students (particularly if the guidance counselors are well-informed), answer questions, and provide support throughout the application process.	• Targeting and building relationships with individual guidance counselors can be time-consuming.

| Education Agents | • Access to a year-round representative on the ground to extend your reach.

• Providing guidance for students on U.S. education.

• Access to a resource with deep understanding of the local market.

• Ability to provide information about what students think of your school and effective recruiting techniques for that market.

• Ability to provide information on parent-student dynamics in a specific country.

• Ability to suggest a good match between a student and institution because an agent has to know the profile of both.

• Potentially successful approach to gaining access to a new market where there may not be much brand awareness or you may lack experience. | • If the agents are hired by students and families, they will prioritize the student and family over your institution.

• Managing agents can be time-consuming due to the need for thorough training and frequent updates on your institutional goals and policies.

• Some agents use sub-agencies which can add an additional layer of communication and potential conflicts of interest between the institution, main agency, and sub-agency.

• Stakeholders can have unrealistic expectations regarding how quickly agents can provide results in terms of increased numbers of high-quality enrolled students. |
| Sponsored Student Programs | • Vetted, high-quality students.

• Relatively affordable method of recruiting.

• Students often do not need additional funding.

• Generally reliable stream of students.

• Ability to potentially diversify student pool.

• Can be seen as evidence that your school has global reach, especially if you can advertise the relationship. | • Administering programs can be complicated.

• Funding and payments may be different from normal schedule.

• Different requirements for each program.

• Additional stakeholder (i.e., info needs to go to students, parents, and the sponsoring organization).

• Sponsored programs are usually reliant on state of economy.

• Many sponsored programs are very specific about the type of majors sponsored students can study. |

Post Module Objectives Review

Complete the chart by indicating your level of confidence applying each of the objectives using the following scale of strongly agree, agree, and disagree.

	Disagree	Agree	Strongly Agree
I can identify on- and off-campus partners for recruiting.			
I can describe how different people and organizations can aid in recruiting efforts.			
I can determine which partners could be most effective in providing assistance to support specific recruiting strategies.			
I can recognize benefits that partners can provide to implement the international student recruitment plan.			

Resources

- Department of Commerce

  https://2016.export.gov/industry/education/index.asp

- EducationUSA

  https://www.educationusa.state.gov

- NACAC - International Student Recruitment Agencies- A Guide for Schools, Colleges and Universities

  https://www.nacacnet.org/globalassets/documents/knowledge-center/international/internationalstudentrecruitmentagencies_nacac.pdf

- Bridge Education Group – Pace of Adoption of International Student Recruitment Agencies by U.S. Institutions
  http://bridge.edu/Bridge-Research-Library

- University World News - Take responsibility for ensuring ethical recruitment

  http://www.universityworldnews.com/article.php?story=20160921104612790

NAFSA Resources

- NAFSA Collegial Conversations - Using the State Consortia Model for International Marketing and Recruiting

http://www.nafsa.org/Professional_Resources/Learning_and_Training/Collegial_Conversations/Using_the_State_Consortia_Model_for_International_Marketing_and_Recruiting

➢ NAFSA e-Learning Seminar - Building Relationships with Sponsored Student Agencies ($)

http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=49077

➢ NAFSA e-Learning Seminar - Mobilizing International Alumni for Student Recruitment ($)

http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=43191

➢ NAFSA e-Learning Seminar - Successful International Student Recruitment: With and Without Agents ($)

http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=38041

➢ NAFSA Government Connection: Optimizing Return-On-Investment (ROI) by Utilizing U.S. Department of Commerce Resources

http://www.nafsa.org/Professional_Resources/Learning_and_Training/Government_Connection/Optimizing_Return-On-Investment_(ROI)_by_Utilizing_U_S__Department_of_Commerce_Resources

➢ NAFSA Government Connection: Recruiting Underserved Students Through EducationUSA's Opportunity Funds Program

http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=52998

➢ NAFSA IEM Spotlight - Best Practices: Working with Sponsored Programs

http://www.nafsa.org/Content.aspx?id=49493

➢ NAFSA International Educator - Agent Provocative

http://www.nafsa.org/_/File/_/ie_sepoct13_iemsupp.pdf

➢ NAFSA International Educator - Using Social Media to Build International Alumni Networks Abroad

http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=34267

➢ NAFSA Professional Resources - Monitoring Sponsored Students and Non-Degree Program Participants

http://www.nafsa.org/Content.aspx?id=8884

➢ NAFSA Professional Resources - Partnering with EducationUSA to Reach International Students

https://www.nafsa.org/_/File/_/regbi/educationusa.pdf

➢ NAFSA Professional Resources - Ten Best Practices for Universities and Institutions Working with Sponsors/Programming Organizations

http://www.nafsa.org/Content.aspx?id=30978

➢ NAFSA Professional Resources - Working with Agents

http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=8839

- ➢ NAFSA Publications - Collaborative Partnerships: Building Effective Sponsored Student Programs
  https://shop.nafsa.org/detail.aspx?id=112E

- ➢ NAFSA Publications - Successful Relationships with Recruiting Agents ($)

  https://shop.nafsa.org/detail.aspx?id=127E

- ➢ NAFSA Research and Trends - Using Agents to Recruit International Students: A Settled Issue?

  http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=58066

- ➢ NAFSA Sponsored Program Administration MIG

  http://network.nafsa.org/communities/community-home?CommunityKey=1366372e-891c-4810-99b3-d6002cb63a27

Country Specific Programs and Scholarships

- ➢ Colombia Challenge Your Knowledge

  http://www.challengeyourknowledge.edu.co
  Provides information about higher education in Colombia and a list of accredited universities.

- ➢ ICETEX

  http://www.icetex.gov.co/dnnpro5/inicio
  ICETEX provides funding, scholarships, and credits for Colombian students.

- ➢ Colfuturo

  https://www.colfuturo.org/english
  Colfuturo provides scholarships and loans for Colombian post-graduate students.

- ➢ Colciencias

  http://www.colciencias.gov.co/node/1434
  Colciencias promotes research, education, and innovation in Colombia.

- ➢ 100,000 Strong in the Americas

  https://www.100kstrongamericas.org

  This initiative promotes partnerships between institutions across the Americas and provides funding for teams and universities working on regional cooperation.

- ➢ Proyecta 100 mil

  https://www.gob.mx/sre/articulos/proyecta-100-mil-la-movilidad-academica-es-clave-en-nuestra-relacion-con-eua
  Includes an article in Spanish about the 100,000 strong project in Mexico.

- CONACYT

  http://www.conacyt.mx
  The National Council on Science and Technology promotes scientific development and modern technology in Mexico.

- Vietnam Education Foundation

  https://home.vef.gov
  Includes information about fellowships, resources, and exchange programs between the U.S. and Vietnam.

- Sampoerna Foundation

  http://www.sampoernafoundation.org/en
  The Sampoerna Foundation's focuses on promoting education and private-public partnerships in Indonesia.

- SENESCYT/IFARHU

  https://www.ifarhu.gob.pa
  IFARHU offers loans and scholarships for students in Panama.

- Fulbright Commissions

  https://eca.state.gov/fulbright/about-fulbright/funding-and-administration/fulbright-commissions
  The Fulbright Commissions plan and implement educational exchange.

Associations and Consortiums[8]

- AIEA: Association of International Education Administrators

  www.aieaworld.org

- American International Recruitment

  https://www.airc-education.org

- California Education and Training Consortium (ETEC)

  www.studycalifornia.org

- Campus Philly

  www.campusphilly.org

- Council of International Schools

  http://www.cois.org/page.cfm?p=1836

- EAIE: European Association for International Education

  https://www.eaie.org

- Education Vermont USA

---

[8] https://2016.export.gov/industry/education/eg_main_022048.asp

http://vermont.org/education

- Illinois Association for college Admission Counseling

  https://www.iacac.org

- Ohio Higher Ed

  www.ohiohighered.org

- Study Alabama

  www.studyalabama.org

- Study California

  www.studycalifornia.us

- Study Colorado

  www.studycolorado.org

- Study Connecticut

  http://studyconnecticut.us

- Study Florida

  http://studyflorida.net

- Study Georgia

  www.studygeorgia.us

- Study Hawaii

  http://studyhawaii.org

- Study Idaho

  http://studyidaho.us

- Study Illinois

  www.studyillinois.info

- Study Iowa

  www.studyiowa.org

- Study Maine

  www.studymaine.net

- Study Massachusetts

  http://studymassachusetts.us

- Study Minnesota

  www.studyminnesota.us

- Study Missouri

  www.studymissouri.net

- Study New Hampshire

  www.studynewhampshire.us

- Study New Jersey

  www.studynewjersey.us

- Study New York

  www.studynewyork.us

- Study North Carolina

  www.studynorthcarolina.us

- Study Oregon

  www.studyoregon.com

- Study Pittsburgh

  www.globalpittsburgh.org

- Study Rhode Island

  http://www.studyrhodeisland.us

- Study Tennessee

  www.studytennessee.us

- Study Texas

  www.studytexas.us

- Study Virginia

  www.studyvirginia.us

- Study Washington

  www.studywashington.net

- Study West Virginia

  www.studywv.org

- Study Wisconsin

  www.studywisconsin.org

- Washington International Education Conference

  washcouncil.org

Module 6 Contents

Module 6: Communications and Marketing

Objectives

How important is this topic to your ability to succeed in your job? Complete the chart by indicating your level of interest in each of the objectives.

In this module, you will:	Critical to Success	Important	Not Important
Customize and adapt communications and marketing for a specific audience.			
Develop a communication plan.			
Create a strategy for messaging across platforms.			
Select and create new international marketing materials.			
Research and evaluate marketing tools.			
Examine the communication plan and messaging flow.			

What forms of communication do you currently use to recruit students?

Which methods have been most successful?

How do you track the data?

Phases of Recruitment

Each of the following students is at a different stage in the recruitment process. What information should Stef provide them? Mark the correct box with an X.

	Erden - Prospect	Xin - Inquiry	Mpande - Applicant
Oakdale's Brand			
Program Information			
Application Process and Student Life			

Erden: Prospect—Potential students, like Erden, are starting to consider their options for higher education. We need to engage his interest by building his awareness of Oakdale as a strong contender to meet his educational needs.

Xin: Inquiry—Xin is a student seeking a graduate program in the U.S. He has reached out to Oakdale to get more information about specific programs. In the inquiry phase, we provide specific information about programs and other critical factors in the decision-making process to encourage students like Xin to start the application phase.

Mpande: Applicant—Mpande has started her application and is gathering the information she needs to complete it. The complexities of the international application, documentation, credentialing, and translation can be daunting. Without support, she may decide it's too challenging and fail to complete the application. This makes it critical for us to provide consistent support and encouragement throughout the application process.

Indirect Messaging

Stef is planning an ad to target international students currently studying in the United States. What aspects of Oakdale should she highlight? Fill in the social media post below.

Branding

Contact the marketing department on your campus and ask about your institution's branding. What colors, fonts, logos, and style are appropriate to use for communication efforts?

Colors	
Fonts	
Logos	
Style	

Families

How would you respond to the following questions from parents?

What is the tuition at your institution? Is there financial aid available?

Is there any way for me to reach out to the parents of current international students if I have questions?

Is your campus a safe place for international students?

Managing Student Communications

How does your institution respond to frequently asked questions?

How do you plan mass communications?

Customer Service and Communication Flow

Stef tries to have five to seven touchpoints with students throughout the recruitment process. What does the communication flow look like at your university?
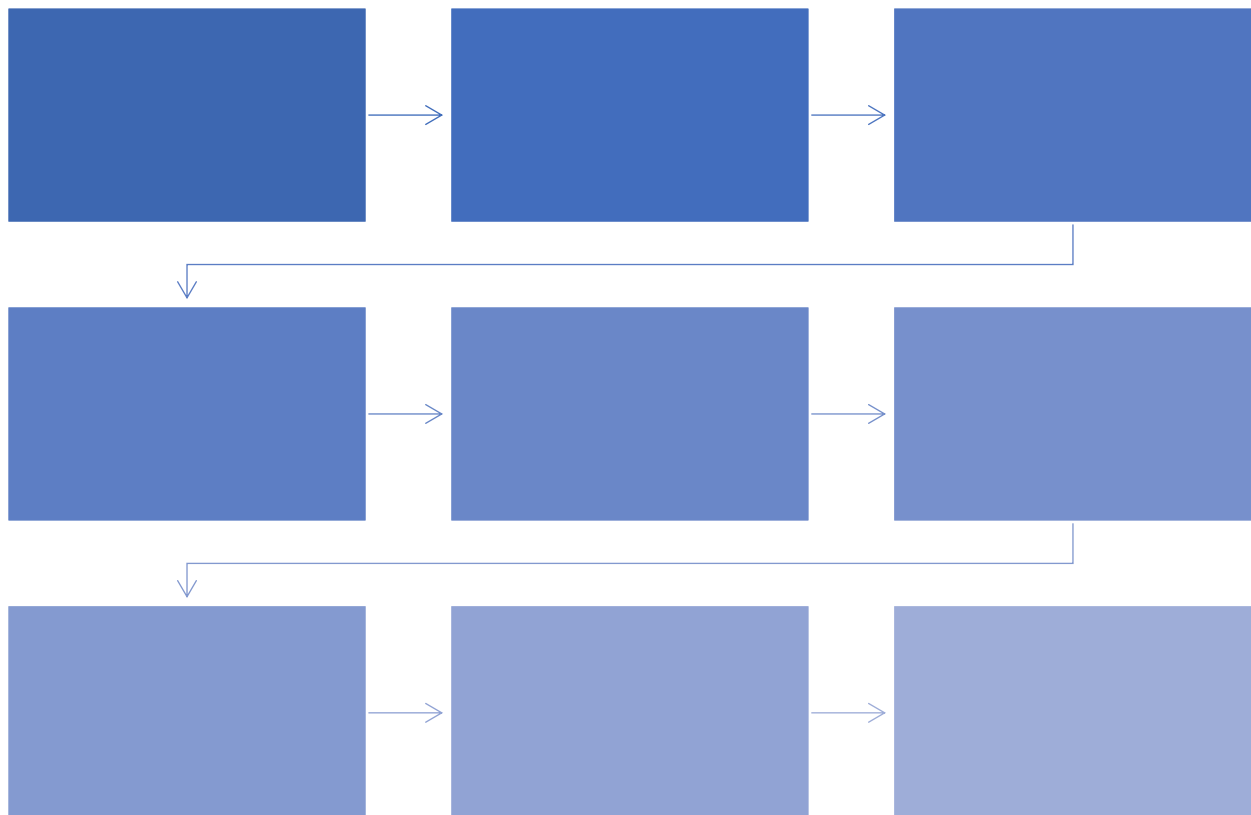
Introduction to the Communications Plan

Fill in the following chart with messaging for your institution next to the examples provided from Oakdale.

		Oakdale	Your institution
Prospect	Information	Learn more about Oakdale.	
	Call to Action	Request more information.	
Inquiry	Information	Learn how Oakdale can help you reach your goals.	
	Call to Action	Contact a recruiter.	
Applicant	Information	Learn about campus life at Oakdale.	
	Call to Action	Apply for scholarships.	
Admit	Information	Congratulations on your acceptance.	
	Call to Action	Submit your materials to enroll.	
Enrolled Student	Information	Welcome to Oakdale.	
	Call to Action	Join Oakdale students!	

What would be the best platform or method for communicating each of these different pieces of information?

Methods for Increasing Student Leads

Method	Sources	Notes
Search Engine/Website Use the power of the web to track and connect with students who find your site through keyword searches.	• Search engine optimization (SEO) • Google analytics	
Names for Sale Identify a set of prospective students based on a region, major, or even score or level.	• CIS Student Registry • IB Student Registry • ACT Educational Opportunity Service • College Board Search • TOEFL Search Service	
Online Directories Portals where students seek out information about different institutions where the institution has added their information.	• Study USA • Keystone • Hotcourses • USJournal • Bachelorsportal.eu	
Local Contacts Work with local schools and businesses to identify international prospects who are already in the U.S. as a student or under another visa category.	• Secondary schools • Community colleges • English for academic programs • Summer camps • Summer jobs • Community connections	
Agents Recruiters typically based in the region who act as representatives of your institution to attract and vet qualified students.	• ICEF • BMI • Alphe • American International Recruitment Council (AIRC) • Gold Key	
Connections/ Partnerships Build potential student connections by networking with partners within your campus and community.	• Campus faculty • Local businesses • Community centers • Alumni	

Messaging

Dear Prospective Student,

Thank you for attending the college and university fair last week. Oakdale University is an international, comprehensive, public university dedicated to educating students to be thoughtful, self-reliant individuals contributing to innovation, exploration, and leadership in a global society.

Oakdale's current enrollment is a little over 25,000 students made up of 18,000 undergraduate and 7,000 graduate students. Currently, Oakdale University serves 1,200 international students and scholars from over 70 countries.

Click here to see videos of some of our international students sharing why they chose to attend Oakdale.

The application process is very straightforward. You can find FAQs here and contact me with any questions. We are holding a webinar on April 8th to share more information about applying to Oakdale University with international students. I hope you can join us!

Vivien/student worker

How would you customize this email for your institution?

Effective Messaging Checklist:

☐ Is it straightforward? – Do not use jargon or overly academic language
☐ Is it engaging?
☐ Is it culturally appropriate?
☐ Is what you are saying important to your audience?
☐ Is it meeting your goal for this step of the recruitment phase?
☐ Is there a call to action?
☐ Is additional information referenced?
☐ If the message is a response – is the question answered in detail?

Customized Messaging - Tone

Consider your top 10 potential markets for international recruiting. Sort the countries according to the tone that you would use when communicating with students.

Formal	In-between	Informal

Applicant: Website Audit

Website Audit

How accessible is your website for your international audience?

☐ Does your website appear on international search engines?

☐ Is your site accessible on mobile devices?

☐ What does your website look like when viewed through other countries' Internet Service Providers?

☐ How many clicks does it take to get to international student-specific information?

☐ Are you monitoring traffic flow?

☐ Is all of your web content accessible globally?

☐ Is your web content simple and easy to absorb for non-native English speakers?

☐ Do you address your audience's essential questions?

Critical Website Content

☐ Degree type and level

☐ Admission requirements

☐ Application deadline

☐ Total cost to attend

☐ Accreditation of the program

☐ Start date

☐ Career opportunities

☐ Student testimonials

☐ Employment testimonials

As a prospective international student, how hard is it access the above information on your website?

How many items can you find in 60 seconds?

Applicant: Social Media
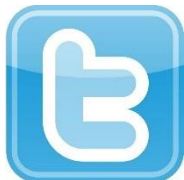
Direct Engagement

Adobe Connect	Skype	Facebook	Kakao Talk	WeChat

Indirect Engagement

Twitter	YouTube	Instagram	Flickr	VK.com

Social Media Audit

☐ Identify all of your accounts, even old ones that you don't use as much anymore.

☐ Assess your audience: [Methods include: Surveys, Focus Groups, Campus data about student social media use]

    ☐ What social media outlets do they use?

    ☐ How do they want to be reached?

    ☐ When are they online?

    ☐ Where are they online?

    ☐ What are your audience needs?

☐ Create a spreadsheet to track all of the data. It might be easiest to have a different sheet for each profile so that when you track engagement by post or change over time you can separate out each platform.

☐ Gather metrics on each of the platforms: number of followers, likes, shares, comments, clicks, mentions.

☐ Review different types of posts and analyze the success of different forms of media on various platforms (e.g., Videos, educational information, images, gifs, direct advertisements).

☐ Review your audience demographics. You should be able to categorize viewers according to age, gender, country, interests, and type of device. Use this information to hone targeted messaging.

    ☐ You may want to invest in a tool that helps track user engagement on different posts.

☐ Consider the goals for social media. What can you provide via social media? Which platform is most appropriate for each purpose?

☐ Calculate how much you are spending on each platform, including ads, tools for management and analytics, employee time, photography, and consultant fees.

☐ Assess ROI based on resource investment and user engagement.

☐ Make sure all of your profiles are on brand and consistent.

☐ Create new objectives and goals based on the data you have collected and analyzed.

What social media strategies have worked for your institution in the past?

Identify your top ten social media posts in terms of likes/engagement. What do those posts have in common?

Are there any social media strategies that aren't working that well? How can you make changes to increase engagement?

Admitted Student: Conversion Rate

Vivien has noticed that the conversion rate from accepted students to enrollees among Vietnamese students is low. Help her draft an email to the parents of accepted students encouraging them to send their child to Oakdale.

Post Module Objectives Review

Complete the chart by indicating your level of confidence applying each of the objectives using the following scale of strongly agree, agree, and disagree.

	Disagree	Agree	Strongly Agree
I can customize and adapt communications and marketing for a specific audience.			
I can develop a communication plan.			
I can create a strategy for messaging across platforms.			
I can select and create new international marketing materials.			
I can research and evaluate marketing tools.			
I can examine the communication plan and messaging flow.			

Resources

➢ Your DIY Website Audit for International Recruitment

https://www.insidehighered.com/blogs/call-action-marketing-and-communications-higher-education/your-diy-website-audit-international

➢ Know Your Neighborhood *International Recruiting Fueled By Regional Insights*
http://cdn2.hubspot.net/hubfs/166727/Intl-Student-Insights-2016-FPP-Intead-Research.pdf?t=1459286056779

NAFSA Resources

➢ NAFSA Marketing and Communications MIG

http://www.nafsamcmig.com

➢ NAFSA Network - Recruitment, Advising, Marketing, and Admissions Network

http://network.nafsa.org/communities/community-home?CommunityKey=bf0c6b37-de13-4ad9-95e1-876043ab297b

- NAFSA e-Learning Seminar - Effective Social Media For Promotion and Engagement ($)

    http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=53186

- NAFSA e-Learning Seminar - Optimizing the Enrollment Cycle: Customer Relationship Management (CRM) Systems ($)

    http://www.nafsa.org/Professional_Resources/Learning_and_Training/e-Learning_Seminars/Optimizing_the_Enrollment_Cycle__Customer_Relationship_Management_(CRM)_Systems

- NAFSA IEM Spotlight - Redesigning an Institutional Office Website for an International Audience

    http://www.nafsa.org/Content.aspx?id=53814

- NAFSA Professional Resources - Essential Marketing and Recruitment Tools: Print Materials for the 21st Century

    http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=8852

- NAFSA Professional Resources - What to Consider Before Advertising

    http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=8853

Course Module References

Market Analysis on Chile

"Lifestyle is important in Latin America, and promoting activities, landscape, and culture is a great way to connect with them."

Lotz, Kate. "How to customize your communication to international students." KIC UnivAssist Blog: August 11, 2016. http://univassistblog.com/customize-communication-international-students

"With a steadily increasing number of students coming to the U.S., what else differentiates Chilean students from others? Perhaps, the most important difference is their passion for quality education. Those of you who have been following Chile know that students began protesting the country's educational systems in 2011. Even with proposed and upcoming changes, students who feel their demands have not been honored continue to protest."

"Finally, we recommend focusing on your institution's strongest graduate level academic programs rather than diluting your message by promoting your university overall. Be bold and clear with what differentiates your institution."

Waxman, Ben and Emily R. Henry. "International Student Recruiting – Chile." Intead: Recruiting Intelligence. November 18, 2015. http://services.intead.com/blog/international-student-recruiting-chile

"Know Your Neighborhood *International Recruiting Fueled By Regional Insights*." Intead and FPPEDUMEdia. Page 21. Winter 2016. http://cdn2.hubspot.net/hubfs/166727/Intl-Student-Insights-2016-FPP-Intead-Research.pdf?t=1459286056779

Market Analysis on Vietnam

"Emerging Markets and Tactics for International Student Recruitment in Southeast Asia." Higher Education Marketing Blog. October 19, 2016. http://www.higher-education-marketing.com/blog/emerging-markets-tactics-international-student-recruitment-southeast-asia

Mayers, Lisa Cynamon. "Ten Facts – International Student Recruitment in Vietnam: Part II. Indead: Recruiting Intelligence. May 23, 2013. http://services.intead.com/blog/bid/286741/Ten-Facts-International-Student-Recruitment-in-Vietnam-Part-II

 "Know Your Neighborhood *International Recruiting Fueled By Regional Insights*." Intead and FPPEDUMEdia. Page 31. Winter 2016. http://cdn2.hubspot.net/hubfs/166727/Intl-Student-Insights-2016-FPP-Intead-Research.pdf?t=1459286056779

Web Page Audit:

Waxman, Ben and Cathryn Andrews. Ch. 8. "Effective Marketing Practices for International Student Recruitment." NAFSA's Guide to International Student Recruitment 3rd edition. Sandberg, Jessica Black, ed. NAFSA. pg. 90. 2017. https://shop.nafsa.org/detail.aspx?id=2061

Module 7 Contents

Module 7: Evaluating the Recruitment Process and Return on Investment (ROI)

Objectives

How important is this topic to your ability to succeed in your job? Complete the chart by indicating your level of interest in each of the objectives.

In this module, you will:	Critical to Success	Important	Not Important
Collect and organize data on recruitment and retention efforts.			
Analyze data to determine the viability of initiatives.			
Calculate return on investment.			
Communicate the impact of recruitment efforts.			

Which markets have you been focusing your recruitment efforts on?

Which methods of evaluation do you use?

What data have you been collecting to assess your recruitment strategies?

Methods of Evaluation

Take a look at Oakdale's goals and current methods of evaluation. What are some additional methods of evaluation Stef and Hugo could use to track their progress on their goals?

Goals	Current Methods of Evaluation	Additional Methods of Evaluation
Increase international student enrollment.	Establish the target goal number of international leads and applications by semester and track the number of international leads and applications to see if we are meeting those benchmarks.	
Diversify Oakdale's international student population, both in terms of country of origin and program of study.	Report and track number of current international students by country of origin and program of study.	
Increase conversion rate of inquiries to enrolled students.	Review data of admitted students who do not enroll and analyze to determine if there are trends.	

Evaluating Budget and Resource Commitments

What resource and budget commitment does each recruitment method require at your institution? Circle your answers in the chart below.

	Resource Commitment			Budget Commitment		
Travel	Low	Medium	High	Low	Medium	High
Social Media	Low	Medium	High	Low	Medium	High
Current Students	Low	Medium	High	Low	Medium	High
Faculty and Staff	Low	Medium	High	Low	Medium	High
Online Fairs	Low	Medium	High	Low	Medium	High
Communications Platforms	Low	Medium	High	Low	Medium	High
Domestic Recruitment	Low	Medium	High	Low	Medium	High
Education Agents	Low	Medium	High	Low	Medium	High
Alumni	Low	Medium	High	Low	Medium	High

| Government and Other Scholarship Organizations | Low | Medium | High | | Low | Medium | High |

Calculating Return on Investment

Cost-per-inquiry

This number can give information on the short-term impact of the trip. For recruitment methods that result in a list of leads, such as fairs, purchasing lists of names, etc., this can be quite easy to calculate. For other methods, it can be more challenging. For example, how can we find out if views of an online video resulted in inquiries?

Cost-per-applicant

This number is more valuable than the cost-per-inquiry because it focuses on leads that actually resulted in applications to Oakdale. Calculating this number requires a CRM or other system for connecting leads to applicants by recruitment strategy.

Cost-per-enrollee

This number can highlight the true cost of recruiting a student, but since recruitment markets can expand or contract over a number of years, it's important to remember that this figure is often quite high for new markets but falls as brand awareness increases. It's not unusual to only get a few enrolled students in the first 2-3 years of a recruitment effort.

Evaluating Recruitment Efforts

Vietnam - Virtual Strategies

We started with social media. First, we analyzed the market and gained an understanding of what Vietnamese students look for in a higher education institution. We interviewed a few of our Vietnamese students to create profiles for social media and then put together an online presentation tailored towards Vietnamese students.

Data Evaluated:

Web and social media data analytics for users from Vietnam

Inquiries from Vietnam who mentioned social media

Staff time in developing the profiles and posts

Results:

The student profiles resulted in a slight increase in page views from Vietnam.

The social media posts resulted in slightly higher engagement from Vietnam, but lower engagement overall than our average posts.

Resource commitment:

Publishing social media posts in Vietnamese was challenging because of the lead time needed for students to edit and revise the materials. Developing the student profiles was also time-consuming.

Average Post	Targeted Vietnam Post
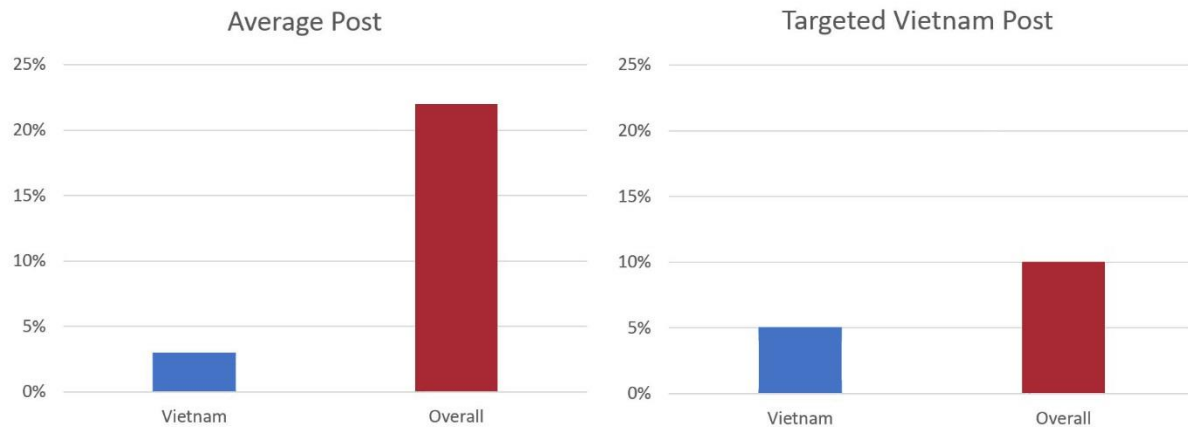
Would you continue with this recruitment strategy? Why or why not?

Vietnam - Domestic Recruitment

After beginning our efforts with virtual strategies, we decided to try domestic recruitment based on the market analysis we conducted showing that there was a large Vietnamese community in our metropolitan area.

First, we met with academic advisers at different community college campuses to learn what Vietnamese students are looking for in a transfer school. We created materials specifically targeted to international students from those schools and exhibited at their transfer fair.

Data evaluated:

Number of inquiries

Number of applications

Number of enrolled students

Results:

There was an increase in applications the very next semester, so we expanded to additional community colleges. We have easy access to the data on transfer students in our database. The number of Vietnamese students coming to Oakdale from community colleges tripled!

Resource Commitment:

This effort is fairly low-cost in terms of time and budget. Only local travel is necessary and stakeholders at the community colleges are easy to work with.

Enrollment Numbers – Transfer Students from Vietnam
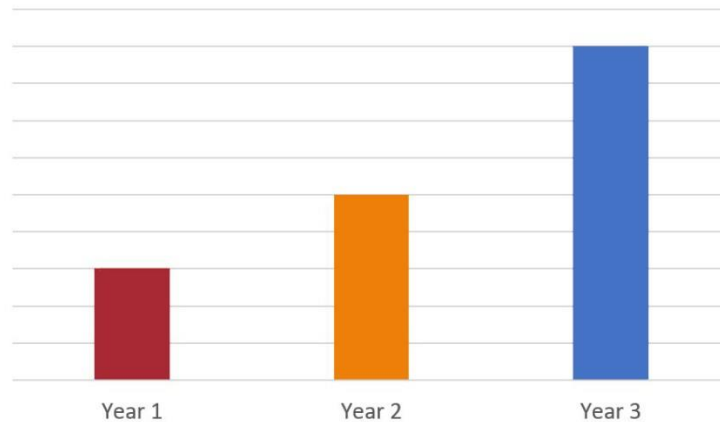
Would you continue with this recruitment strategy? Why or why not?

Chile - Faculty, Current Student and Alumni Outreach

In Chile, we started by reaching out to alumni and professors in our astronomy department who had connections to universities and astronomers in Chile. We gave them promotional materials and Oakdale gear and asked them to pass them out to students who expressed interest.

This hasn't resulted in any full-time students yet, but we had a few short-term summer research students come to Oakdale.

Data evaluated:

Staff time

Number of inquires

Number of applications

Results:

Did the number of applicants from Chile increase?

We had a few applicants from Chile for our summer research program. We have not had any applications from full-time students yet.

Resource Commitment:

This effort is relatively low-cost and not very resource intensive. We do outreach a few times a year to professors and students on our campus and provide them with materials.

Would you continue with this recruitment strategy? Why or why not?

Chile - Sponsored Students

While conducting market research on Chile, we realized that there was a government scholarship program for Chileans that might be a good fit for Oakdale.

It took a year of paperwork and outreach before we qualified for the program and resolved some of the issues getting the deadlines and application materials in sync with our campus requirements. In the second year, we had 3 students apply and enroll, while 11 have applied for next year.

Data evaluated:

Staff time and resources

Number of applications

Number of enrolled students

Results:

Did the number of applications and enrolled students increase?

Yes, the strategy resulted in a few applications the first year, a few enrolled students this year, and an increase in applications for next year.

Resource Commitment:

The time and resource commitment has been high because it took a year of outreach and completing paperwork before we qualified for the program and resolved some of the issues getting the deadlines and application materials in sync with our campus requirements.
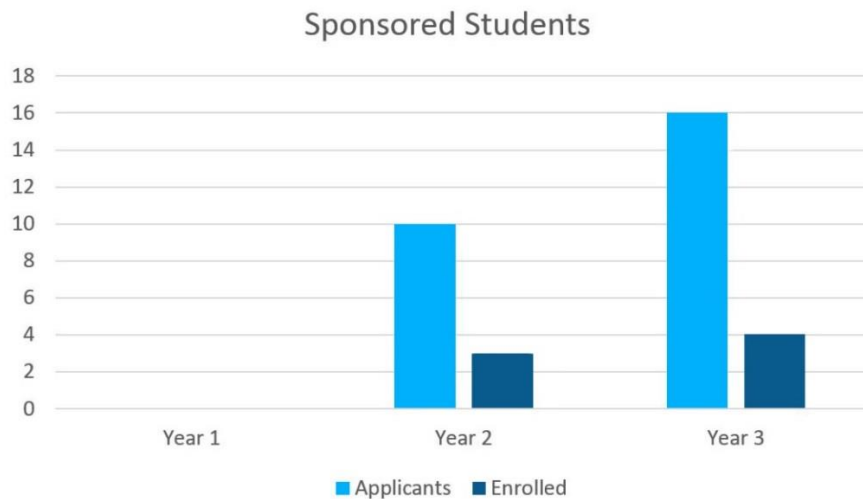
Would you continue with this recruitment strategy? Why or why not?

Vivien's Efforts

What changes would you make to Vivien's recruitment efforts to help them improve?

Goal: Strengthen brand awareness in East Asia.

"Since we had some success with online fairs as a method of recruiting both overall and with Vietnamese students specifically, I thought it might be a good idea to see if adding another online fair vendor could help us get our brand out there to even more students.

I had heard that some big-name universities were using a new vendor, so I thought it would be good to test them out as well. They were also cheaper than our existing vendor so it seemed like a good time to try their services. We did our first two fairs with them but only got about 25% of the number of inquiries we anticipated based on our results with the other vendor."

Goal: Sustain enrollment of Chinese students and expand the range of academic programs they are enrolled in.

"For this goal, I started doing some analysis on our conversion and yield rates. I realized that the numbers of inquiries and applications were fairly steady, but the percentage of applicants who enrolled was decreasing. Greta and I were discussing this issue with the Dean of Admission. The Dean had the idea that we should do something to set Oakdale apart from other schools to incentivize applicants to enroll.

The offer was that students who maintained a 3.75 GPA would not have to take the required entrance exam for the MBA program and would be eligible to take MBA classes as an undergraduate. This program is popular with Chinese students and linking undergraduate and graduate enrollment could help both programs while making it easier for students to see that a variety of academic programs could fit into their plans. I was worried about this offer because I wanted to make sure that the offer was transparent so that students understood that they were NOT guaranteed admission.

Evaluating Results

Goal 1:
Increase international student enrollment:
- Undergraduate:
  Increase the international undergraduate population to 7% of the overall undergraduate population.
- Graduate:
  Increase the international graduate student enrollment from just under 5% to 12% of the overall graduate population in five years.

Oakdale University Total Student Enrollment
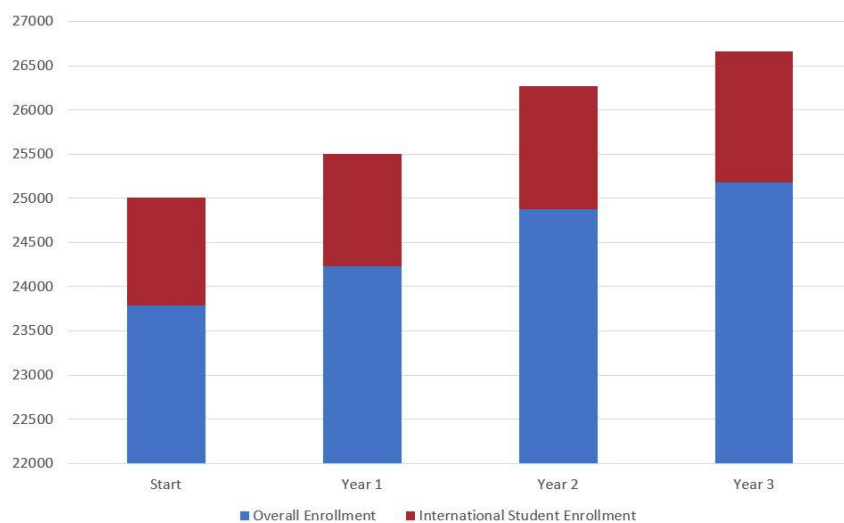
International Students as a Percentage of Overall Enrollment
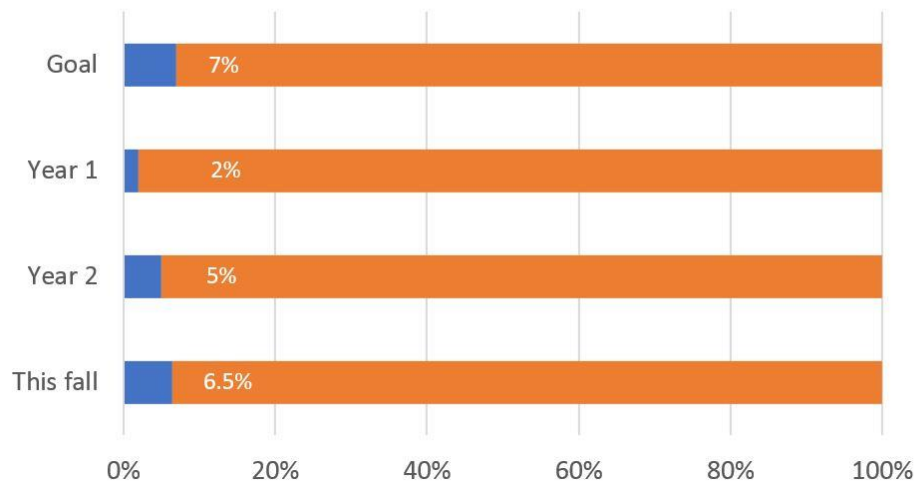
Goal 2:

Diversify Oakdale's international student population, both in terms of country of origin and program of study.

International Student Composition by Country: Start

- 35% - China
- 15% - India
- 11% - South Korea
- 9% - Saudi Arabia
- 7% - Brazil
- 23% - Other

International Student Composition by Country: Year 3

- 31% - China
- 14% - India
- 10% - South Korea
- 11% - Saudi Arabia
- 9% - Brazil
- 25% - Other

International Student Composition by Major: Start

- 30% - Engineering
- 15% - Business and Management
- 13% - Math and Computer Science
- 10% - Physical and Life Sciences
- 5% - Social Sciences
- 5% - Humanities
- 22% Other

International Student Composition by Major: Year 3

- 27% - Engineering
- 17% - Business and Management
- 13% - Math and Computer Science
- 12% - Physical and Life Sciences
- 8% - Social Sciences
- 6% - Humanities
- 17% Other

Goal 3

Increase conversion rate of inquiries to enrolled students.

Conversion Rate from Inquiry to Enrolled Student

A bar chart comparing Start and Year 3 values:
- Conversion Rate from Inquiry to Application: Start 25%, Year 3 31%
- Yield from Admission to Enrollment: Start 33%, Year 3 35%

Legend: ■ Start ■ Year 3

Evaluating Results – Making Decisions

Do you agree with the decision that Hugo and Stef made to focus their recruitment efforts on Vietnam? Why or why not?

Country	Pros	Cons
Vietnam		
Chile		

Post Module Objectives Review

Complete the chart by indicating your level of confidence applying each of the objectives using the following scale of strongly agree, agree, and disagree.

	Disagree	Agree	Strongly Agree
I can identify the foundations of international student recruitment and the components of a recruitment and communications plan.			
I can select recruitment strategies and methods of evaluation to meet goals.			
I can identify and utilize internal and external partners to create a unified recruitment effort.			
I can develop and utilize a strategic international student recruitment plan.			
I can assess the return on investment (ROI) for recruiting initiatives.			

Resources

➢ ICEF Monitor - Measuring the ROI of international student recruitment
  http://monitor.icef.com/2016/09/measuring-roi-international-student-recruitment

➢ World Education News + Reviews - The Next Frontier: ROI Evaluation in International Student Recruitment
  https://wenr.wes.org/2016/02/the-next-frontier-roi-evaluation-in-international-student-recruitment

➢ IIE - Shifting Tides: Understanding International Student Yield for Fall 2017
  https://www.iie.org/Research-and-Insights/Publications/Shifting-Tides-Understanding-International-Student-Yield-for-Fall-2017

NAFSA Resources

➢ NAFSA e-Learning Seminar - Using Data as Insight in International Recruitment ($)
  http://www.nafsa.org/Content.aspx?id=32369

➢ NAFSA e-Learning Seminar - International Enrollment Management in Action: Keys to Successful Implementation ($)
  http://www.nafsa.org/Content.aspx?id=29987

➤ NAFSA IEM Spotlight - Best Practices for Projecting International Enrollment
http://www.nafsa.org/Content.aspx?id=54194

➤ NAFSA Professional Resources - Recruitment Travel Report Template
http://www.nafsa.org/Content.aspx?id=52942

International Student Recruitment: Methods and Strategies Final Review

Final Objectives Review

Complete the chart by indicating your level of confidence applying each of the objectives using the following scale of strongly agree, agree, and disagree.

	Disagree	Agree	Strongly Agree
I can identify the foundations of international student recruitment and the components of a recruitment and communications plan.			
I can select recruitment strategies and methods of evaluation to meet goals.			
I can identify and utilize internal and external partners to create a unified recruitment effort.			
I can develop and utilize a strategic international student recruitment plan.			
I can assess the return on investment (ROI) for recruiting initiatives.			

General Resources for International Student Recruitment

Resources

- AACRAO—American Association of Collegiate Registrars and Admissions Officers
  http://www.aacrao.org

- Department of Homeland Security – Study in the States
  https://studyinthestates.dhs.gov

- EducationUSA

  https://www.educationusa.state.gov

- IACAC— International Association for College Admission Counseling
  http://www.internationalacac.org

- ICEF Monitor Market Snapshot: Chile
  http://monitor.icef.com/2013/10/market-snapshot-chile

- ICEF Monitor Market Snapshot: Vietnam
  http://marketing.icef.com/acton/media/18128/icef-market-snapshot-vietnam

- IIE's Annual Open Doors Report
  https://www.iie.org/en/Research-and-Insights/Open-Doors/About-Open-Doors

- Intead: Know Your Neighborhood: International Recruiting Fueled By Regional Insights
  http://cdn2.hubspot.net/hubfs/166727/Intl-Student-Insights-2016-FPP-Intead-Research.pdf?t=1459286056779

- NAGAP—National Association of Graduate Admissions Professionals
  https://www.nagap.org

- SEVIS by the Numbers
  https://studyinthestates.dhs.gov/sevis-by-the-numbers

NAFSA Resources

- NAFSA Collegial Conversation - Strategies and Tips for Diversifying Recruitment Streams

http://www.nafsa.org/Professional_Resources/Learning_and_Training/Collegial_Conversations/Strategies_and_Tips_for_Diversifying_Recruitment_Streams

- NAFSA e-Learning Seminar - Financial Strategies to Recruit, Support, and Retain International Students ($)
  http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=43737

- NAFSA e-Learning Seminar - Successful Strategies for Diversifying International Recruitment ($)
  http://www.nafsa.org/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=57695

- NAFSA IEM Spotlight
  http://www.nafsa.org/Professional_Resources/Browse_by_Interest/International_Students_and_Scholars/Network_Resources/International_Enrollment_Management/IEM_Spotlight

- NAFSA IEM Spotlight: Chile
  http://www.nafsa.org/Professional_Resources/Browse_by_Interest/International_Students_and_Scholars/Network_Resources/International_Enrollment_Management/IEM_Spotlight_-_November_2013

- NAFSA IEM Spotlight: Vietnam
  http://www.nafsa.org/Professional_Resources/Browse_by_Interest/International_Students_and_Scholars/Network_Resources/International_Enrollment_Management/IEM_Spotlight_-_May_2015

- NAFSA International Education Professional Competencies
  https://shop.nafsa.org/detail.aspx?id=COMP15

- NAFSA International Educator – Diversifying International Recruitment
  https://www.nafsa.org/_/File/_/ie_sepoct15_supplement.pdf

- NAFSA International Educator - From East to West: Trends in Chinese Student Recruitment
  http://www.nafsa.org/_/File/_/ie_novdec16_international_enrollment.pdf

- NAFSA International Educator - Recruiting International Students— Community College Style
  https://www.nafsa.org/_/File/_/ie_julaug12_iem.pdf

- NAFSA International Enrollment Management (IEM) Knowledge Community (KC)
  http://www.nafsa.org/Connect_and_Network/Networking_with_NAFSA/Professional_Networks/IEM_KC/International_Enrollment_Management_Knowledge_Community

- NAFSA Policy and Advocacy - International Student Economic Value Tool
  http://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/NAFSA_International_Student_Economic_Value_Tool

- NAFSA Professional Resources - Resources for International Recruiting
  https://www.nafsa.org/findresources/Default.aspx?id=8856

- NAFSA Publication - Bridging the Gap: Recruitment and Retention to Improve International Student Experiences ($)
  http://www.nafsa.org/Shop/detail.aspx?id=129E

- NAFSA Publication - Managing a Successful International Admissions Office ($)

http://www.nafsa.org/Shop/detail.aspx?id=2065

➢ NAFSA Publication - NAFSA's Guide to International Student Recruitment ($)
http://www.nafsa.org/Shop/detail.aspx?id=2061

➢ NAFSA Recruitment, Advising, Marketing, and Admissions Network
http://network.nafsa.org/communities/community-home?communitykey=bf0c6b37-de13-4ad9-95e1-876043ab297b&tab=groupdetails

Oakdale University International Student Recruitment Plan

Section A: Mission and Situational Analysis

Oakdale University Mission Statement

Oakdale University is an international, comprehensive, public university, dedicated to educating students to be thoughtful, self-reliant individuals contributing to innovation, exploration, and leadership in a global society. Oakdale University is committed to offering educational programs and activities that develop global citizens through curriculum infused with an awareness of international issues.

Values

Our values of diversity, academic excellence, and dynamic engagement with our community, both locally and internationally, provide the foundation for Oakdale's motivation in providing a high-quality academic experience to its students.

Oakdale University comprises a remarkable range of undergraduate, graduate, and professional programs built on a strong foundation of liberal arts and sciences. Through shared curricular and extra-curricular experiences, students apply analytical and critical thinking skills. We provide opportunities to develop competence in intercultural communication and appreciation of the local and global community.

Mission in relation to International Recruitment

Oakdale University's mission statement and strategic plan includes a commitment to offer educational programs and activities that develop global citizens through educational opportunities and curriculum infused with an awareness of international issues. The core curriculum for undergraduate students includes competence in intercultural communication. Oakdale also strives to recruit and retain an academic community with diverse global perspectives.

As part of Oakdale University's 10-year Strategic Enrollment plan, the university has the following goals:

- Increase undergraduate enrollment by 15%
  - Increase graduate enrollment by 20%
- Increase retention rate from 74% to 80%
- Reverse decline in 4-year graduation rates, increase rate from 53% to 58%

The International Education Office has developed an international education strategic plan to increase the quantity and caliber of international opportunities at Oakdale University in alignment with the overall university mission and strategic plan. This section addresses the international student recruitment portion of the international education plan.
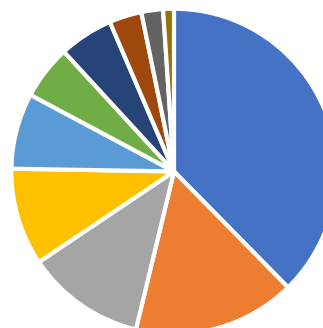
Internal Analysis

Oakdale's current enrollment is a little over 25,000, made up of 18,000 undergraduate and 7,000 graduate students. Currently, Oakdale University serves 1,200 international students and scholars from over 70 countries. Oakdale has seen a 145% increase in the enrollment of international students over the last 10 years. Of these students, 72% are enrolled at the undergraduate level (864 students) and 28% are enrolled at the graduate level (336 students). When compared with data on international students in the United States overall,[9] Oakdale has a higher percentage of students from China and India (the two largest sending countries overall) as well as a higher number of students from South Korea and Japan. Oakdale has a long history of strong partnership and outreach programs in East Asia, which is reflected in these numbers. Oakdale has also forged strong relationships with government sponsored student programs, resulting in higher than average enrollments in students from Saudi Arabia and Brazil. Overall, Oakdale has some level of active recruitment in 33 countries. Oakdale's engineering graduate program has excellent exchange programs with several universities in India, as well as academic strengths in areas popular with students from this region of the world. Typically, international students in the United States enroll in engineering and business programs at about equal rates, but at Oakdale, the majority of the international student population enrolls in engineering.

    b. Composition of international students at Oakdale
        iii. By Country
1. 35% China
2. 15% India
3. 11% South Korea
4. 9% Saudi Arabia
5. 7% Brazil
6. 5% Japan
7. 5% Bangladesh
8. 3% Germany
9. 2% Australia
10. 1% Mongolia

        iv. By major
1. 30% Engineering
2. 15% Business and Management
3. 13% Mathematics and Computer Science
4. 10% Physical and Life Sciences
5. 5% Social Sciences
6. 5% Humanities

Legend: China, India, South Korea, Saudia Arabia, Brazil, Japan, Bangladesh, Germany, Australia, Mongolia

---

[9] http://www.iie.org/Services/Project-Atlas/United-States/International-Students-In-US#.V0SwQPkrJdg
http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/Enrollment-Trends/1948-2015

External Analysis

Last year, around 1,000,000 international students studied at U.S. higher education institutions. This is a 7% increase from the previous year's enrollment, and the highest growth rate in the last 35 years. Around 350,000 of these students were enrolled at the undergraduate level, outnumbering all other international student enrollments in varying academic levels.

62% of international students came from China, India, Saudi Arabia, and South Korea. The remaining 38% came from emerging markets such as Brazil, Mexico, Vietnam, Taiwan, and Myanmar.

Approximately 1 in 3 international students studied in California, New York or Texas. Only 6 states had between 30,001 and 60,000 international student enrollments: Michigan, Illinois, Pennsylvania, Florida, and Massachusetts. Twenty-three states had fewer than 10,000 international student enrollments.

At 42% of all international enrollments, the majority of students were enrolled as STEM majors which includes Engineering, Math & Computer Science, Physical and Life Sciences, Health, and Agriculture. Social Sciences and Business majors accounted for 30% of international enrollments. Liberal Arts & Sciences accounted for 22% of enrollments, and the remaining 6% of enrollments were undeclared/other.

Overview of SWOT Analysis

Strengths
- Sponsored student programs are successful and well-reviewed. Feedback from sponsors and students has been positive.
- Retention rate is relatively strong at 81% (77% undergraduate, 85% graduate).
- International student recruitment and brand awareness are very strong in the two regions where most of our enrolled students are from, East and South Asia.

Weaknesses
- Enrollment numbers of South Korean students have declined from 13% to 9% of total enrollment over the last three years.
- International students are under-enrolled in social sciences and the humanities, compared to national trends from IIE's Annual Open Doors Report data.
- The percentage of international students enrolled at the graduate level is low compared with peer institutions.
- International alumni communities are not very active or engaged with the university.
- Oakdale's rate of conversion from applicant to enrolled student is 12%. Similar institutions have higher rates.

Opportunities
- Graduate program in accounting has a new dean and several new academic initiatives which seem appealing to international students. This may be an opportunity to enroll new graduate students and encourage undergraduate students to pursue their master's degree at Oakdale. Business programs are popular with international students overall, but seem under-enrolled at Oakdale.
- Strong brand awareness, recruitment efforts, and student success in East and South Asia could translate to growing markets in Southeast Asia.
- Growing interest from Bangladesh, including a potential partnership with a university there.

Threats
- 30% of international students are in the engineering program, this is 10% higher than average from IIE's Annual Open Doors Report data.
- 50% of international students are from just two countries, India or China.

Section B: Goals and Audiences

Overall International Student Recruitment Goals
- Increase international student enrollment:
  - Undergraduate:
    Increase the international undergraduate population to 7% of the overall undergraduate population.
  - Graduate:
    Increase the international graduate student enrollment from just under 5% to 12% of the overall graduate population in five years.
- Diversify Oakdale's international student population, both in terms of country of origin and program of study.
- Increase conversion rate of inquiries to applicants.

Prioritized target audiences
Explore improving or expanding recruitment efforts in the following regions:

- Southeast Asia
- Southern Cone (Chile, Argentina, Uruguay)
- East Asia outside of China (Japan, South Korea, Mongolia)

Explore improving or expanding recruitment efforts in the following programs:

- Business
- Social Sciences
- Humanities

Explore improving or expanding recruitment relationships in the following groups:

- Faculty
- Alumni

Section C: Strategies

Goal:

Increase international student enrollment:

- Undergraduate:
  Increase the international undergraduate population to 7% of the overall undergraduate population. That would mean an increase of about 500 students or 100 international full-time students, year-over-year.
- Graduate:
  Increase the international graduate student enrollment from just under 5% to 12% of the overall graduate population in five years.

Strategies

- To do this, we will need to increase international leads and applications by 5-10% over last fall.
- Strengthen ties with international alumni by:
  - Strengthening relationship with Office of Alumni Relations.
  - Increase by 15% the number of international alumni who participate in recruiting activities .
  - Create an international alumni advisory board.
  - Increase messaging to international alumni.
  - Develop short video series featuring international alumni.
- Evaluate international partnerships for opportunities.
- Evaluate existing and potential internal recruitment partners for opportunities.
- Evaluate domestic recruitment opportunities.
- Conduct focus groups with current students to identify priorities for international students and potential recruitment volunteers.

Methods of Evaluation

- Establish the goal number of international leads and applications by semester and track the number of international leads and applications to see if we are meeting those benchmarks.
- Track and categorize messaging to alumni in order to measure frequency and engagement. We will track engagement (open, click-through rates etc.) of this messaging in order to determine effectiveness.
- Measure the number of alumni who participate in recruiting activities.
- Produce reports summarizing analysis of international partnerships, internal recruitment partners and domestic recruitment opportunities.

Timeline

Year 1-2:

- Create an international alumni advisory board.
- Increase messaging to international alumni.
- Strengthen relationship with Office of Alumni Relations.
- Evaluate international partnerships to identify growth opportunities.

- Evaluate 3rd party partners such as faculty, EducationUSA offices, agents, etc. to identify growth opportunities.
- Evaluate domestic recruitment opportunities such as community colleges, high schools, and intensive English programs.
- Conduct focus groups with current students to identify priorities for international students and potential recruitment volunteers.

Years 3-5:

- Develop short video series featuring international alumni.
- Pursue 2-3 growth opportunities identified through evaluation of international partnerships.
- Pursue 2-3 growth opportunities identified through evaluation of 3rd party partnerships.
- Arrange recruitment events hosted by alumni advisory board.

Goal:

Diversify Oakdale's international student population, both in terms of country of origin and program of study.

Strategies:

- Create customized recruitment materials tailored to the targeted audiences
- Participate in an additional fair to a new or underserved market
- Add additional travel to Southeast Asia to East Asian travel schedule.
- Double the number of international media hits from our targeted secondary market countries (Brazil, Japan, Mongolia, Bangladesh) and increase visitors to our webpage and social media properties from those countries.
- Gain additional funding for 10 partial scholarships for international students each year to help meet financial need for students from target countries.
- Research new markets to target.
- Improve outreach to students interested in majoring in business and the social sciences.
- Expand number of academic programs enrolling Chinese students.

Methods of Evaluation

- Count and track the number of audiences that have specifically tailored marketing materials.
- Record the number of international media hits by market.
- Use social media and web analytics to track number of visitors to our webpage and social media properties by country.
- Measure number of leads and applications from target audience and the method of recruitment involved.
- Track outreach efforts by market.
- Report and track numbers of current international students by country of origin and program of study.

Timeline

Year 1-2

- Increase visitors to our webpage and social media properties from secondary markets.
- Evaluate materials developed for these markets for areas of improvement or translation.
- Research new markets to target.
- Survey current students enrolled in business and the social sciences to identify areas of improvement and opportunities for outreach.
- Conduct cost-benefit analysis on funding for additional international student scholarships.
- Reach out to academic departments to identify potential champions for increased enrollment and methods of getting buy-in.

Years 3-5

- Participate in an additional recruitment fair to a new or underserved market.
- Add extension to Japan, Mongolia, South Korea, China tour to target Southeast Asian markets.
- Present cost-benefit analysis on funding for additional international student scholarships to stakeholders and include in budget.
- Take action on areas of improvement and opportunities for outreach identified through outreach to current students.

Goal:

Increase conversion rate of inquiries to enrolled students.

Strategies:

- Develop more targeted messaging for prospective students.
- Host webinars for admitted students to answer questions.
- Survey current students to find out why they chose Oakdale.
- Review data of admitted students who do not enroll to see if there are trends.
- Test different messaging schedules.
- Explore use of current CRM – could methods be improved?

Method of Evaluation

- Set goals for conversion rate of admitted to enrolled students by semester and track results.
- Track conversion rate by method of outreach to prospective students to determine most successful methods.
- Evaluate different messaging schedules for levels of engagement (open, click-through rate, etc.) and number of prospective students who apply.
- Produce reports on trend analysis from admitted students who do not enroll.

Timeline

Year 1-2

- Survey current students to find out why they chose Oakdale.
- Review data of admitted students who do not enroll to see if there are trends.
- Conduct A/B testing with message frequency approaches and marketing messages for 3 of the target audiences.
- Host webinars for admitted students to answer questions.
- Create parent resources customized by target audience.

Years 3-5

- Implement changes in messaging approach based on trend analysis.
- Implement methods for students to live chat or message recruiting staff.
- Conduct A/B testing with message frequency approaches and marketing messages for 4 additional audiences.
- Connect admitted students with current students.