

# NAFSA 2018

ANNUAL  
CONFERENCE  
& EXPO

## Measuring Return on Investment in International Student Recruitment: Does Institutional Size Matter?

Thursday, 31 May 2018 at 9a  
Philadelphia Convention Center

### Co-Presenters

- Cheryl DarrupBoychuck: ROlie, USJournal, and INTCAS / [cdarrupboychuck@INTCAS.com](mailto:cdarrupboychuck@INTCAS.com)
- Michael Haley: Riverside City College / [Michael.Haley@rcc.edu](mailto:Michael.Haley@rcc.edu)
- Zepur Solakian: Center for Global Advancement of Community Colleges / [zepur@cgacc.org](mailto:zepur@cgacc.org)
- John Soltice: University of Alberta / [jsoltice@ualberta.ca](mailto:jsoltice@ualberta.ca)

**Overview:** Measuring ROI for past recruitment efforts is critical to informing future strategies. Learn how to extend your own ROI or "Radius of Influence" by framing data-driven conversations that involve relevant stakeholders in different-sized institutions.

### Learning Objectives

- Analyze the basic inputs and outputs for ROI calculations on a micro scale.
- Explore "quantifiably-elusive variables" involved in international student recruitment at the macro level.
- Be prepared to allocate finite resources of time and money among various markets to achieve better returns, based on the unique characteristics of your own institution.

After briefly reviewing market trends related to measuring Return on Investment in international student recruitment, we will cover two very different institutional case studies from two different countries:

1. **Riverside City College in California** hosts about 400 international students. The Assistant Dean of International Students and Study Abroad Programs will review the past four years of relatively simple ROI data, noting trends of "up / up / sideways / down" enrollments.
2. **The University of Alberta in Canada** enrolls more than 4,500 international undergraduate students and over 2,700 international graduate students. The Assistant Director of Strategy Development and Information Management will cover more complex data considerations that inform decisions at a large institution, such as seeking higher-quality enrollments.

Colleagues from both institutions used the same free online tool ([ROlie.com](http://ROlie.com)) which enables each individual campus to input their own raw data into the model – however the institution chooses to do so, consistently over time. The tool is designed to prompt discussion among internal stakeholders around questions like

- How much did you spend on recruitment travel during the last enrollment cycle?
- How many students did you enroll as a result of that investment?
- How much tuition revenue was generated by that initiative?

As a practical, educational "take-away" piece from this session, we're attaching a worksheet for you to enter your own values in the blue boxes, with an intention to monitor ROI metrics over time. A few bits of advice:

- Be sure to define your own campus-specific metrics consistently, year after year; ignore irrelevant variables.
- You may use separate worksheets for each market and / or year under consideration.
- **Garbage In = Garbage Out.** Your analysis is only as good as your data. Lots of solid data yields a robust model.
- This exercise is designed for introspection. Resist the temptation to compare your campus with others!

# NAFSA 2018

Worksheet to use the online tool at [ROlie.com](http://ROlie.com)

Typical Quantitative Input Variables	My values
<i>Monetary Costs</i>	
Salaries	
Student Assistants	
Office Operations and Supplies	
Information Technology (IT)	
Memberships	
Books, Subscriptions and Webinars	
Marketing and Communications	
Travel and Conferences	
Commissions	
Other	
<b>Total Monetary Costs</b>	
<i>Costs in Time</i>	
Total hours spent	
% Partnerships	
% Sponsors	
% Remainder	

New ESL Students	
New Freshmen	
New Transfer Students	
New Partnership Students	
New Graduate Students	
<b>Total # of students</b>	

	Quantifiably-Elusive Variables	Importance	Performance
		Rank 1 to 13	-10 to +10
#		My values	My values
1	Top-level support		
2	Sufficient budget		
3	Well-defined strategy		
4	Prestige factor		
5	Word-of-mouth referrals		
6	Currency fluctuations		
7	Visa policy fluctuations		
8	Academic program relevance		
9	Faculty involvement		
10	Partnerships		
11	Alumni relations		
12	Efficiency of operations		
13	Diversification of student body		

Typical Quantitative Output Variables	My values
<i>Initial Revenue</i>	
Tuition and Fees in Year 1 -ESL	
Tuition and Fees in Year 1 -Undergrad	
Tuition and Fees in Year 1 -Graduate	
Room and Board	
<i>Auxiliary Revenue</i>	
Tuition in Years 1+	
Fees in Years 1+	
Parental Donations	
Alumni Donations	
Other	
<i>Non-Revenue Outputs</i>	
Other	

<i>Student Revenue</i>	
New ESL Revenue	\$
New Freshmen Revenue	\$
New Transfer Student Revenue	\$
New Partnership Student Revenue	\$
New Graduate Revenue	\$
<b>Total Initial Revenue</b>	\$

## Instructions to Prepare to Use [ROlie.com](http://ROlie.com)

- Enter your own values in the blue boxes
- Ignore irrelevant variables
- Define metrics consistently over time
- ROlie case studies will be presented in Philadelphia on Thursday, 31 May 2018

## Notes

- If you have separate market-specific budget variables, please use a separate sheet for each market and / or each year
- More data yields a more robust model
- Compare only within your ecosystem
- Plan to continue the conversation
- Connect with the co-creators of [ROlie.com](http://ROlie.com)