Session Learning Objectives

In 75 minutes, participants will:

• understand how to set “SMART” (specific, measurable, attainable, relevant, and time-bound) goals for attending an education fair
• know which key metrics they want to measure for their own fair participation, as well as how to measure them
• improve their results at fairs by applying best practices and implementing processes that encourage ongoing improvement
Setting Great Goals
Why does this matter?
Exercise on Setting Goals: Part 1

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

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

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

• SMART goals
  – Specific
  – Measurable
  – Attainable
  – Relevant
  – Time-based
• “We want more students from Asia”....
• “We want to increase the overall number of applicants from China, Korea, and Vietnam by at least 15% each within two years.”
## Activity vs. Performance Goals

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fairs attended</td>
<td>• More/better leads</td>
</tr>
<tr>
<td>• Discussions at booth</td>
<td>• More/better applications</td>
</tr>
<tr>
<td>• Interviews held</td>
<td>• More/better enrollments</td>
</tr>
<tr>
<td>• Brochures distributed</td>
<td>• “Profile raising”</td>
</tr>
<tr>
<td>• Miles traveled….</td>
<td>• ???</td>
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<tr>
<td>• ???.</td>
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</table>
Exercise on Setting Goals: Part 2

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

Specific
Measurable
Attainable
Relevant
Time-based
Findings of Fair Evaluations & Methodical Approach to Measure the Results and Effects of HE Fairs

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

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

Development of HEI fair participation in recent years:
Evaluation Projects: Measuring the Impact of Fairs

- On **Individual** level: Visitors of International Recruitment Fairs
- On **Institutional** level: Participating H.E. Institutions
- On the level of the **DAAD** worldwide
- On the level of the **Higher Education System**
Measuring Impact: Visitors of Recruitment Fairs

- Online-pre-registration & registration on the spot: e.g. information on the level and quality of education
- Webinars before and after the event
- Online-PhD-matchmaker: One-to-one recruitment for PhD research positions and PhD programs, in combination with H.E. fairs
- External evaluation: Questionnaires on the spot and afterwards (6-12 months after the event)
- External evaluation: Questionnaires sent to international students in Germany
Measuring Impact: Participating H.E. Institutions

Online questionnaires after the event

- Recruitment of qualified students (BA, MA, PhD)
- Initiating and fostering H.E. cooperation: exchange programs, joint degrees, research collaborations
- Alumni work
- Branding
- Deeper knowledge of the H.E. landscape
- Market research: getting to know the target group
- Visit of local H.E.I. and Schools
### Feedbacks on recruitment fairs in 2013

<table>
<thead>
<tr>
<th>Objectives</th>
<th>China Education Expo</th>
<th>Student Fair Russia &amp; Ukraine</th>
<th>Promotion Tour Brazil</th>
<th>EuroPosgrados Colombia</th>
<th>Romanian International University Fair</th>
<th>Average in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of Bachelor Students</td>
<td>27%</td>
<td>5</td>
<td>3</td>
<td>39%</td>
<td>5</td>
<td>63%</td>
</tr>
<tr>
<td>Recruitment of Master Students</td>
<td>80%</td>
<td>1</td>
<td>79%</td>
<td>84%</td>
<td>1</td>
<td>63%</td>
</tr>
<tr>
<td>Recruitment of PhD Students</td>
<td>43%</td>
<td>3</td>
<td>46%</td>
<td>50%</td>
<td>3</td>
<td>36%</td>
</tr>
<tr>
<td>Alumni</td>
<td>20%</td>
<td>6</td>
<td>34%</td>
<td>5%</td>
<td>7</td>
<td>36%</td>
</tr>
<tr>
<td>Branding of the Institution</td>
<td>70%</td>
<td>2</td>
<td>80%</td>
<td>67%</td>
<td>2</td>
<td>81%</td>
</tr>
<tr>
<td>Initiating New H.E. Partnerships</td>
<td>20%</td>
<td>7</td>
<td>34%</td>
<td>50%</td>
<td>4</td>
<td>45%</td>
</tr>
<tr>
<td>Fostering Existing H.E. Partnerships</td>
<td>30%</td>
<td>4</td>
<td>46%</td>
<td>39%</td>
<td>6</td>
<td>18%</td>
</tr>
</tbody>
</table>
Findings

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

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

- Overall impression: Alumni work does not play an important role in recruitment yet, despite the fact that Alumni could function perfectly as ambassadors for their alma mater. This seems to be a potential not fully realized yet.
How did you learn about the DAAD? (2011)
Possible answers: DAAD Offices, German Embassy and Consulates, Fairs, Local Universities, Internet, DAAD Lecturers, Friends, Media,…

Answer: Fairs

<table>
<thead>
<tr>
<th>Region</th>
<th>Ranking</th>
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<tr>
<td>North America</td>
<td>2nd place (15 %)</td>
</tr>
<tr>
<td>Latin America</td>
<td>3rd place (13 %)</td>
</tr>
<tr>
<td>Asia / Pacific</td>
<td>3rd place (17 %)</td>
</tr>
<tr>
<td>Middle East / SW Asia</td>
<td>1st place (50 %)</td>
</tr>
<tr>
<td>East and Central Europe</td>
<td>3rd place (16 %)</td>
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<tr>
<td>Western Europe</td>
<td>2nd place (15 %)</td>
</tr>
<tr>
<td>Africa</td>
<td>4th place (11 %)</td>
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</table>
Methodical Approach to Measure the Effects of HE Fairs

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

Results

Outcome

Bode / Bruder
Stage Model of Advertising Effect

Instruments of communication

Attention

Understanding

Attitude

Desired action

Repitition of action

Formulated is not perceived

Perceived is not understood

Understood is not agreed

Agreed is not done

Done is not achieved

Pre-economic (psychological) impact

Economic impact

Starting points to measure impact and results
Some Examples of Findings

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

- **Affective results and effects**
  -> Visits at the booths generated a higher interest in the German research landscape

- **(Pre)-conative results and effects**
  -> More than half of the visitors had concrete plans to go to Germany for a research stay after they visited the fair
  -> In many cases, the plans were newly raised through the fair visit or got more precise (specifically for doctoral candidates)
"In God we trust; all others must bring data."

William Edwards Deming
American statistic professor
Understanding Return on Investment
Understanding Return on Investment

Set a Goal and a time frame

**Hard Returns**
- Enrolments received: within a year per $$ invested
- Applications received: within 6 months per $$ invested
- Leads received: during a fair per $$ Invested
- Page views your website has received: over a period of time per $$ invested

**Soft returns**
- Establish presence in a new market
- Brand awareness
- Engagement with your brand

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

ROI is a lot about Data

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

Clarity is key!
If you can’t see clearly, you will have to guess . . .
Understanding Return on Investment

“If you don’t measure it you can’t manage it”.
Understanding Return on Investment

So, how can we measure it?

**Definition of ROI:**

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

\[
\text{Return on Investment} (%) = \left( \frac{\text{Net profit}}{\text{Investment}} \right) \times 100
\]

Net profit = gross profit - expenses. So:

\[
\text{Return on Investment} = \left( \frac{\text{gain from investment} - \text{cost of investment}}{\text{cost of investment}} \right)
\]

Looking at it this way is complicating, so let’s look at an example . . .
## Understanding Return on Investment

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

Numbers make things a lot clearer

<table>
<thead>
<tr>
<th>Cost per lead</th>
<th>Cost per application</th>
<th>Cost per enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ 5000 (Investment made)</td>
<td>$ 5000 (Investment made)</td>
<td>$ 5000 (Investment made)</td>
</tr>
<tr>
<td>__________ = $ 20 each</td>
<td>__________ = $ 200 each</td>
<td>__________ = $ 5000 each</td>
</tr>
<tr>
<td>250 Leads received in Return</td>
<td>25 Applications received in Return</td>
<td>1 Enrolments received in Return</td>
</tr>
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</table>
You are able now to quantify the return on one provider AND also compare different providers using ROI easy metrics.

<table>
<thead>
<tr>
<th></th>
<th>FAIR A</th>
<th>FAIR B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost per lead</td>
<td>Cost per lead = 10 USD</td>
<td>Cost per lead = 20 USD</td>
</tr>
<tr>
<td></td>
<td>(3000 USD/300 leads)</td>
<td>(5000 USD/250 leads)</td>
</tr>
<tr>
<td>Cost per Application</td>
<td>Cost per Application = 100 USD</td>
<td>Cost per Application = 500 USD</td>
</tr>
<tr>
<td></td>
<td>(3000 USD/30 applications)</td>
<td>(5000 USD/10 applications)</td>
</tr>
</tbody>
</table>

**Conclusions:**

Cost per lead at Fair B is 100% more expensive than Fair A.
Cost per application at Fair B is 500% more expensive than Fair A.
Understanding Return on Investment

Which provider brings a better ROI?

<table>
<thead>
<tr>
<th>CLARITY IS KEY!!</th>
<th>FAIR A</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Cost per Enrolment 3000 USD each (1 enrolment)</td>
<td>Cost per Enrolment 500 USD each (10 enrolments)</td>
</tr>
</tbody>
</table>

Conclusion:
Fair A leads (prospective students) are very likely to be of low quality.
The more you understand ROI the more power you have over your investments!!

When you do NOT see the picture you can only guess

When you SEE the picture you no longer guess
Finding out the missing information

SOME EDUCATION FAIRS OFFER SCANNING TECHNOLOGY
Finding out the missing information

Leads Received from attending a Student Fair

<table>
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<td>Colombia</td>
</tr>
</tbody>
</table>

Cost per lead

Investment made

Leads received in Return
Finding out the missing information

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

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
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<td></td>
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<td>2</td>
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Thank you very much!
UNIVERSITY OF CALIFORNIA
RIVERSIDE

INTERNATIONAL EDUCATION PROGRAMS
Overview

- UCR – Diverse programs
- IEP – Strategy & Experience
- Investing – Marketing, Presence, Partners
- ROI – Measuring your Investment
  - Technology – working for you
UCR Enrollments

22,297 Matriculated students enrolled in Fall 2013

- 18,621 undergraduates
- 2,676 graduate students
- 6.5% International Students

5000 Visiting International Students - IEP
Academics

101 Bachelor degrees
52 Masters degrees
42 Ph. D Programs

IEP
Visiting Student Programs
Pathway Programs
Direct Admits/Transfers

College of Natural & Agricultural Sciences (CNAS)
Bourns College of Engineering (BCOE)
School of Business Administration (SoBA)
College of Humanities, Arts & Social Sciences (CHASS)
International Education Programs

- Professional Training Programs
- Government Sponsored Programs
- Custom Professional Training Programs
- Pathway Programs
- International University Partner Programs
- Language Preparation Programs
- Professional Certificate/Diploma Programs
- Teacher Training Programs
IEP Demographics

2008-2009
- S. Korea: 33%
- Japan: 19%
- Taiwan: 10%
- China: 8%
- Brazil: 7%
- Thailand: 6%
- Vietnam: 6%
- Saudi Arabia: 5%
- France: 5%
- Germany: 3%
- India: 3%
- Turkey: 3%
- Others: 3%

2013-2014
- China: 28%
- Japan: 21%
- Saudi Arabia: 16%
- Spain: 13%
- Taiwan: 7%
- France: 3%
- Brazil: 3%
- Germany: 3%
- India: 2%

What does this have to do with fairs?
## Fairs

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

### Current Markets:
- China, Taiwan, Turkey, Brazil, Korea, Vietnam, Italy, Spain, Russia, Kazakhstan, Canada, Saudi Arabia, Oman…

### Before
- Contact & schedule
- Agents, Alumni, Partners - materials

### During
- Meetings, Visits, Training
- Partners, Universities, Ministries, Agencies

### After
- CRM, marketing
- Follow up communications - MOUs
Marketing Expenses % of Revenues

- Increase in Marketing expenses ($) over the period: 14%
- Increase in Revenues over the period: 142%
Number of Fairs Attended

<table>
<thead>
<tr>
<th>Year</th>
<th>UCR-IEP</th>
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<tbody>
<tr>
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UCR-IEP Enrollments

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<td>2012-2013</td>
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Strategic Marketing

Purpose - Strategic Goal Alignment

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

Purpose - Presence
Technology: Capture/Communicate

Students & Institutional Representatives:
- Barcode readers
- Capture contact and interest information

CRM:
- Communication series
- Purposeful tracking metrics

Personalized Contact:
- Develop/maintain relationships
- Customized connections
ROI - Measuring your Investment

Measuring – Return on Singular Event

OR

Return on Investment (1yr or 4 yr?)

Metrics:

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

Qualifiers:

• Developing/maintaining relationships
• Word of mouth factor (school advisors, siblings)
ROI - Factors

Typical ROI = \[
\frac{(\text{Payback} - \text{Investment})}{\text{Investment}}\] \times 100

International ROI = diverse, unique factors

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

- Fairs - one component of marketing strategy
- Fit - engage in peer review; strategic goals
- Presence - difficult to quantify; invaluable to achieve
- Retention – internationalization as a verb not a noun
- Rankings – cultural perception can be our reality
- No universal truth…
- Quantification affects – metrics = everything?
Intangible Returns

Research & Development

Presence

Human Capital Development

Relationships

Leverage
Resources


4. NAFSA, January 2012. Measuring Return on Investment (ROI) - Forum Archive http://www.nafsa.org/Find_Resources