

**ICEF**

**Reshaping Institutional Agent Management Practices  
Through Student Success And Retention Data**

# DISCLAIMER

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# AGENDA

## Introduction to the 2013 International Education Landscape

**Introducing PRISM and ISAFM**

**ICG Student Flow Analytical Framework**

**ISAFM: International Student Forecasts for Canada**

**PRISM: Institutional and Benchmark Analysis**

**PRISM: The Role of Language and Pathways**

**PRISM: Measuring Agent Performance through Student Success**

**Introducing Performance-Based Agent Management**

**Discussion**

# A FEW COMMENTS ON THE INTERNATIONAL EDUCATION LANDSCAPE

- **The total number of tertiary international education students has reached 4.1 million (2012e, ICG).**
- **There are many 100,000s more international language students (academic English, including, short-term) and few 100,000 international secondary school student (including (very) short-term).**
- **Revenues from international education have reached around CAD 120 billion (testing, legal & application & tuition fees, cost of living, travel).**
- **Today's international student pool is fundamentally different relative to 20 years ago:**
  - **A fundamentally different composition of nationalities (shift to Asia)**
  - **Different socio-economic and socio-educational backgrounds**
  - **More distant educational backgrounds and/or less preparedness for quality western style education**
  - **A shift from educational enhancement to credential acquisition (and work/migration)**

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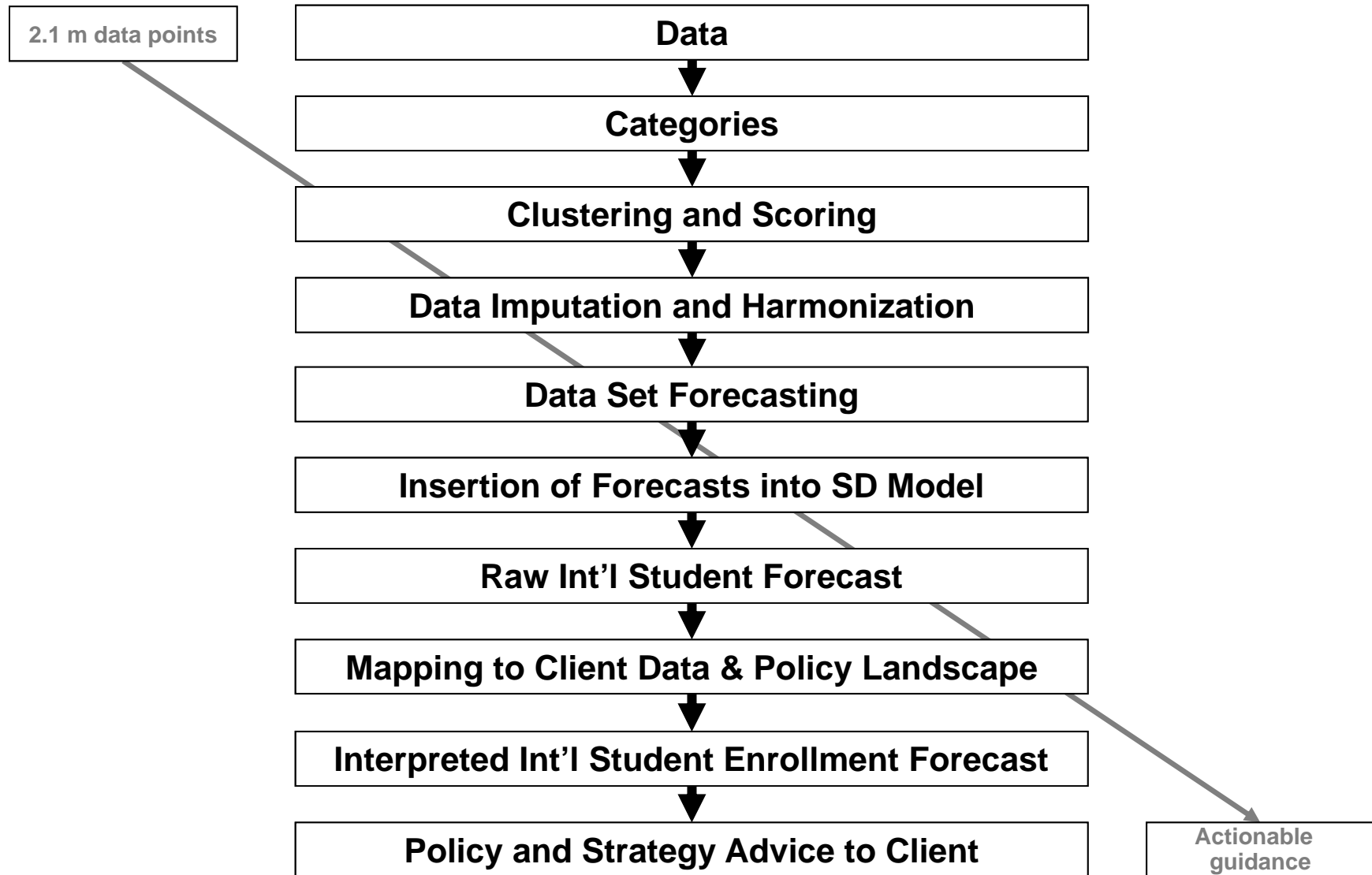
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# AN INTRODUCTION TO ISAFM

- **Core vision**
  - **To create an integrated analysis and forecasting tool that allows for a concise, systematic, evidence-based modeling of international student flows at a national, state/provincial, as well as at an institutional level.**
- **ISAFM's usage and client service focus on**
  - **Its role as a strategic enabler – ISAFM facilitates an evidence-based understanding of population, market, competition, and performance metrics at an in-depth, unbiased level.**
  - **Its function as a student recruitment support mechanism – ISAFM augments, adds, corrects, and supplements a client's knowledge base, and assists with resetting policies and practices.**
  - **Its ability to operate with in-depth client data (through mapping) and to focus on immigration, talent segments, or target markets, at a granular level.**
  - **Its focus on an actionable time horizon – ISAFM operates with rolling 12 months “current data” and 36 months “forecast data” timelines.**

# ISAFM HIGH LEVEL OVERVIEW (SCHEMATIC)



# INTRODUCING PRISM

- **PRISM is based on analyzing unique student record-based institutional admissions and registrar data in a business intelligence solution. Some institutions have supplied millions of data points.**
- **PRISM allows to detect and drill into student success and performance patterns within an institution, and between institutions, at highly granular levels.**
- **PRISM serves multiple purposes:**
  - **Student retention**
  - **Feedback loops into marketing and recruiting**
  - **Curricular design adjustments**
  - **Analytical feeds into quality assurance models**
  - **Pathways evaluation**
  - **Predictive modeling**
- **PRISM is unique given its conceptual and analytical complexities.**



# ANALYTICAL FRAMEWORK


## PRISM Student Data Attributes (Release Version 3)

### International Students: Recruiting Profile and Pathways Data

#### Required Data

- Country of Citizenship (UN classification)
- Enrollment Type (full-time / part-time)
- Registration Status (degree, non-degree)
- Degree Type (Bachelor 3 years, Bachelor 3 years w/ Honors, Bachelor 4 years, Bachelor 4 years with Honors, Master's 1 year, Master's 2 years)
- Subject / Study Field (ICG roll-up table)
- "Technical" data
  - Commencement Year
  - Degree Program Expected Duration
  - Graduation Year (or: end of record)

#### Add-on Data

- Gender (male / female)
- English Language Proficiency at Admission
- Secondary Education Qualification (Country of Attainment)
- Secondary Education Qualification (Kind)
- Additional Education Post a Secondary Leaving Qualification
- Recruitment Channel
- **Agent Identifier** 
- Scholarship status
- Degree track model (joint, dual, etc.)

### International Students: Performance and Success Data

- Academic Performance (Grades)
- Transfer destination (if available)
- Student Success (Graduation)

### Domestic Students: Performance and Success Data (for baseline purposes)

- Academic Performance (Grades)
- Student Success (Graduation)

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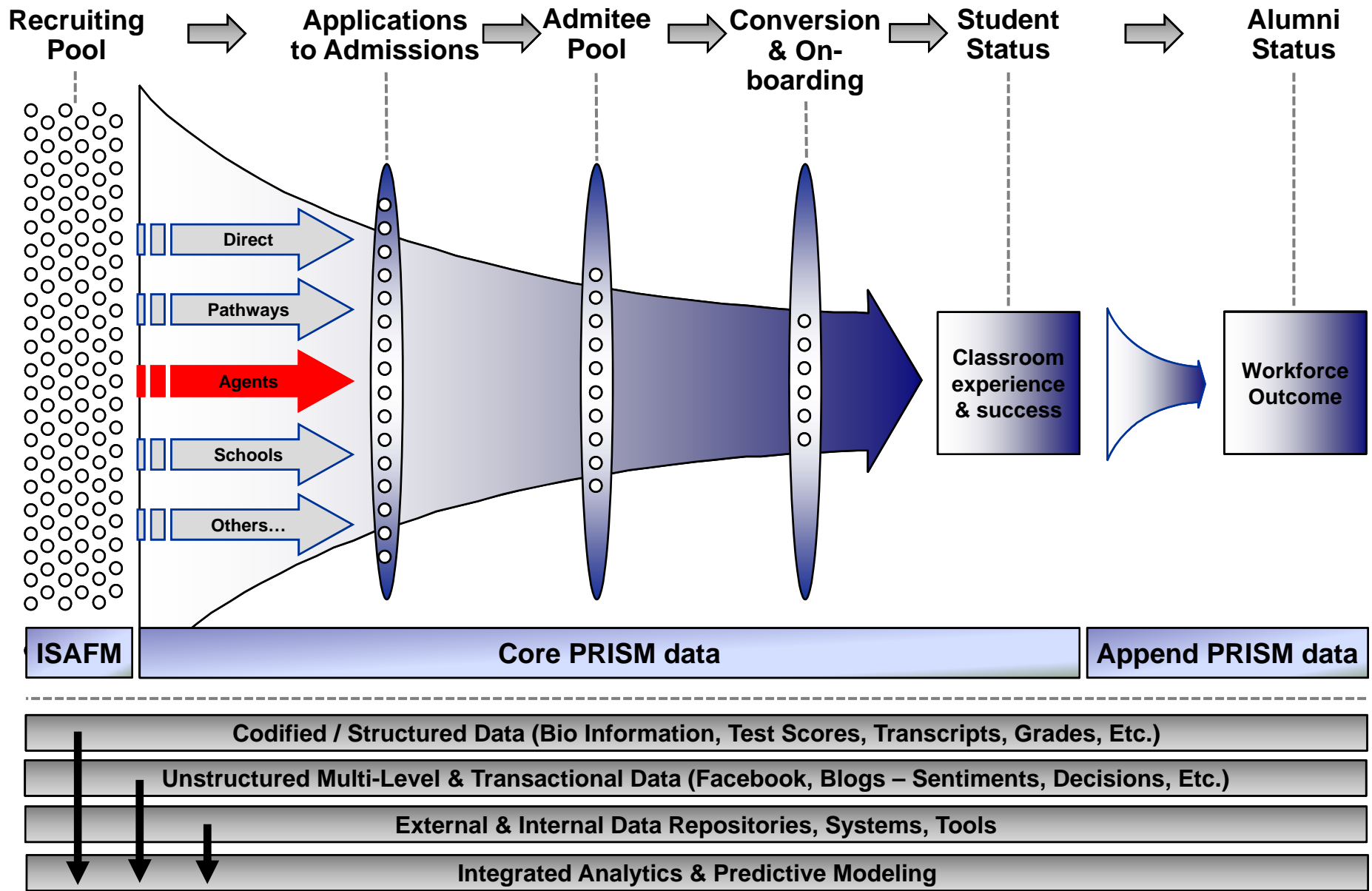
**PRISM: Measuring Agent Performance through Student Success**

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# ISAFM AND PRISM ANALYTICAL FRAMEWORK

## Integrated Strategic Data Management Along the Full Student Lifecycle



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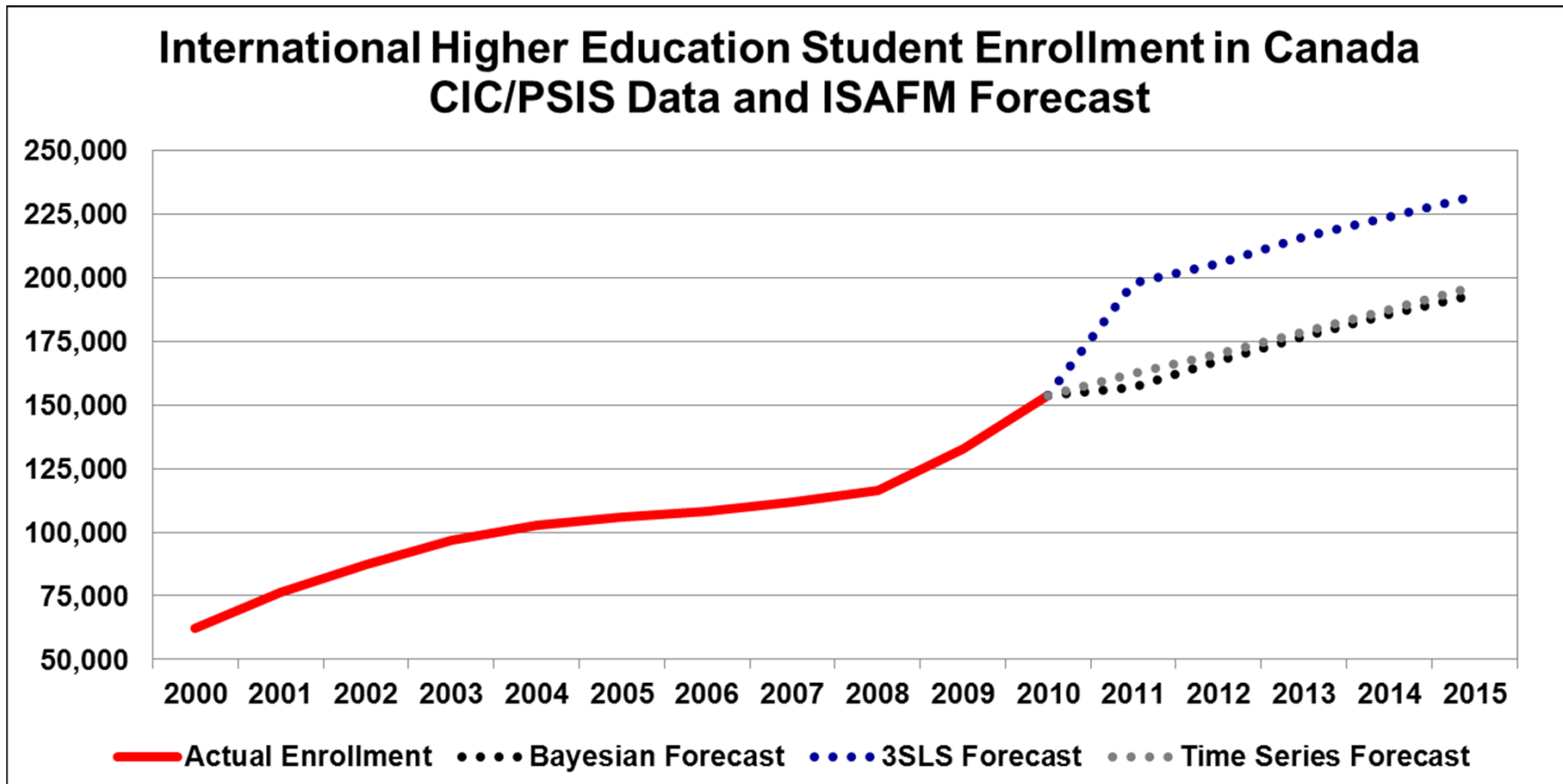
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# ISAFM FORECAST (VERSION 2): CANADA

## Total International Higher Education Student Enrollment



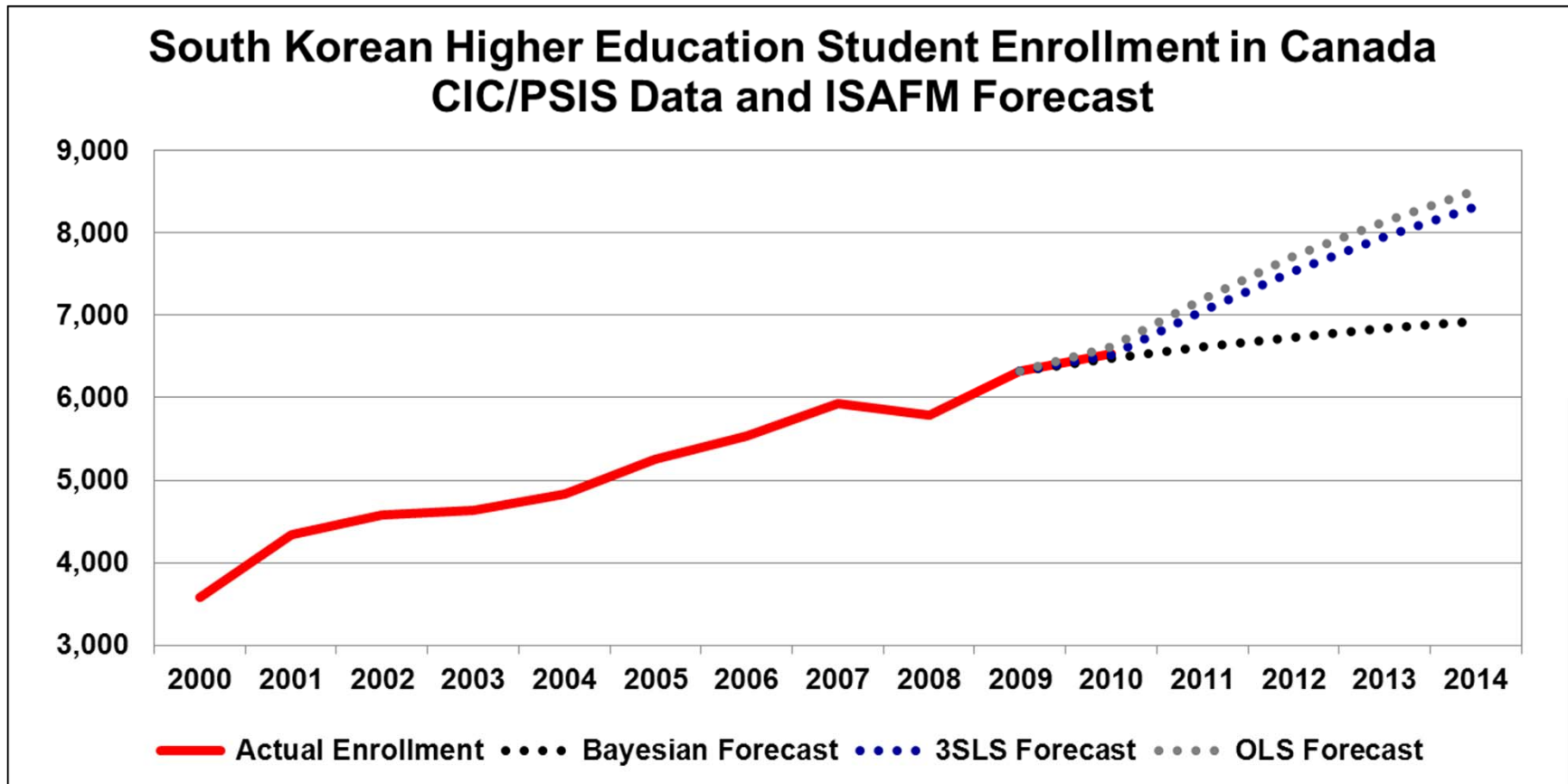
**2011 strong growth and 2012 slow down were correctly predicted**

Notes: Actual enrollment data are based on both CIC total enrollments ("University" and "Other Post-Secondary" segments) and PSIS enrollment shares.

Sources: CIC, PSIS, ISAFM.

# ISAFM FORECAST (VERSION 2): CANADA

## South Korean Higher Education Student Enrollment



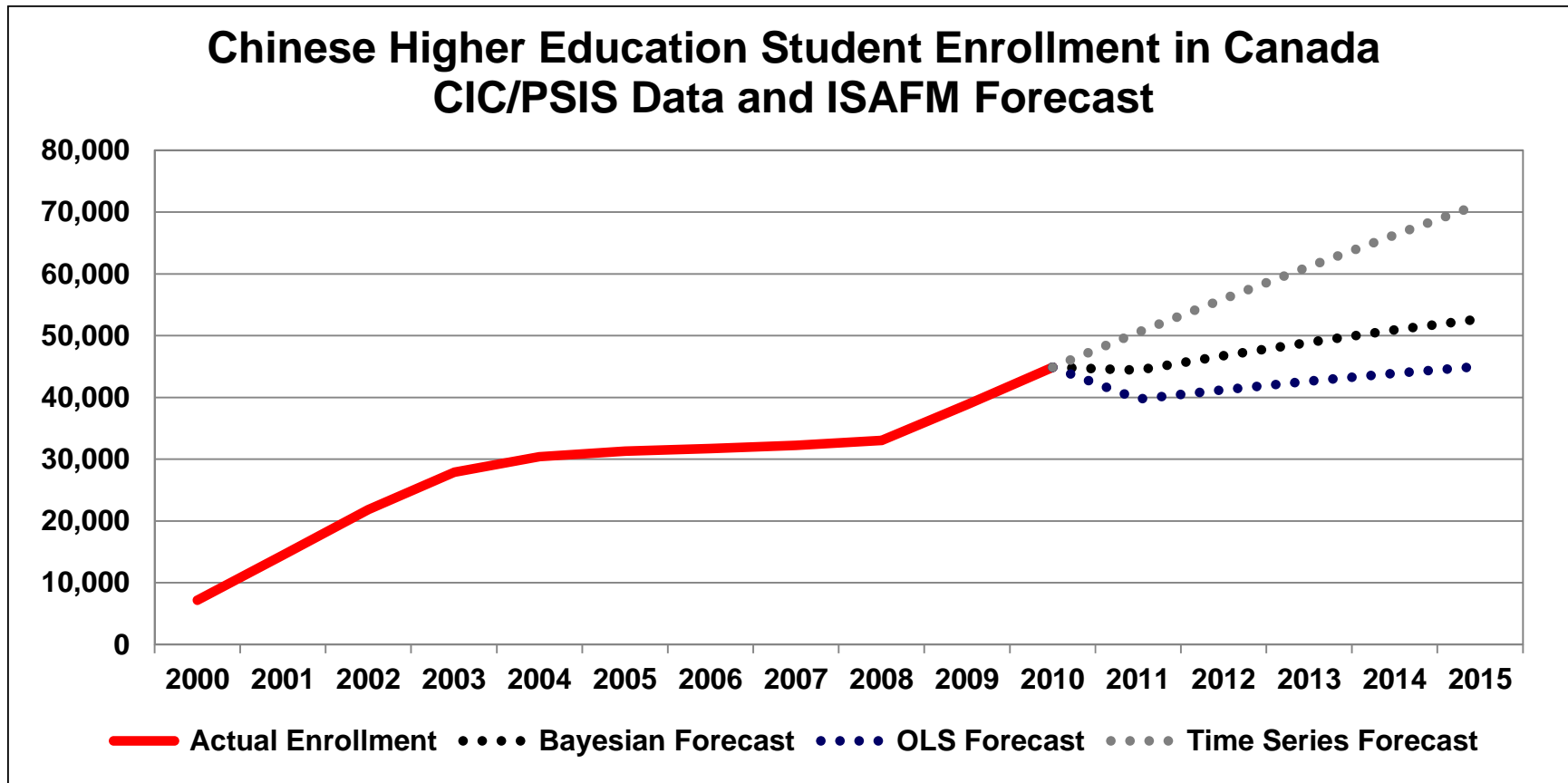
**ISAFM Version 1.1 forecast was highly accurate**

Notes: Actual enrollment data are based on both CIC total enrollments ("University" and "Other Post-Secondary" segments) and PSIS enrollment shares.

Sources: CIC, PSIS, ISAFM.

# ISAFM FORECAST (VERSION 3): CANADA

## Chinese Higher Education Student Enrollment



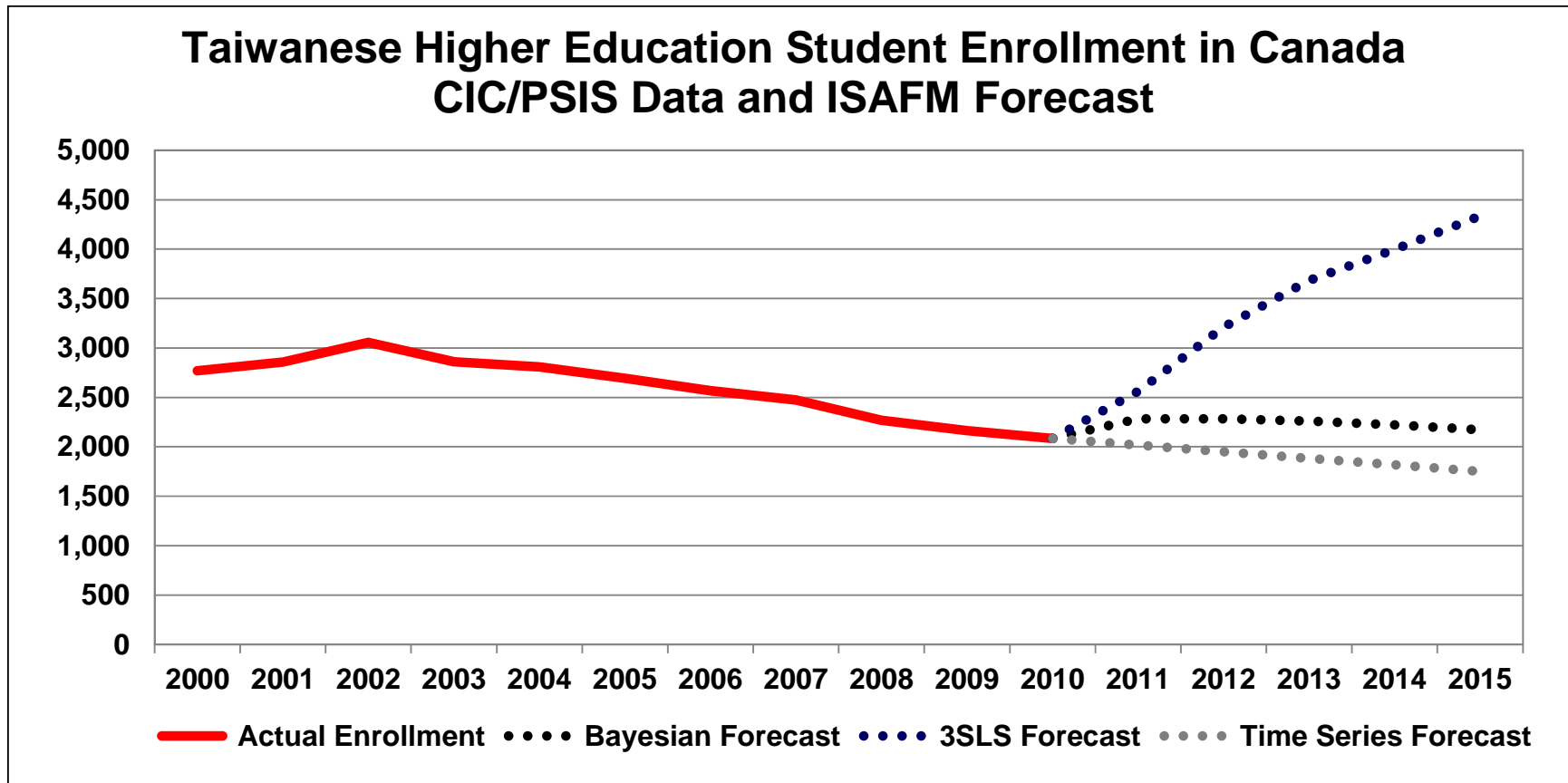
**Strong growth is a distinct possibility**

Notes: Actual enrollment data are based on both CIC total enrollments ("University" and "Other Post-Secondary" segments) and PSIS enrollment shares.

Sources: CIC, PSIS, ISAFM.

# ISAFM FORECAST (VERSION 3): CANADA

## Taiwanese Higher Education Student Enrollment



**Likely continued enrollment slide**

Notes: Actual enrollment data are based on both CIC total enrollments ("University" and "Other Post-Secondary" segments) and PSIS enrollment shares.

Sources: CIC, PSIS, ISAFM.



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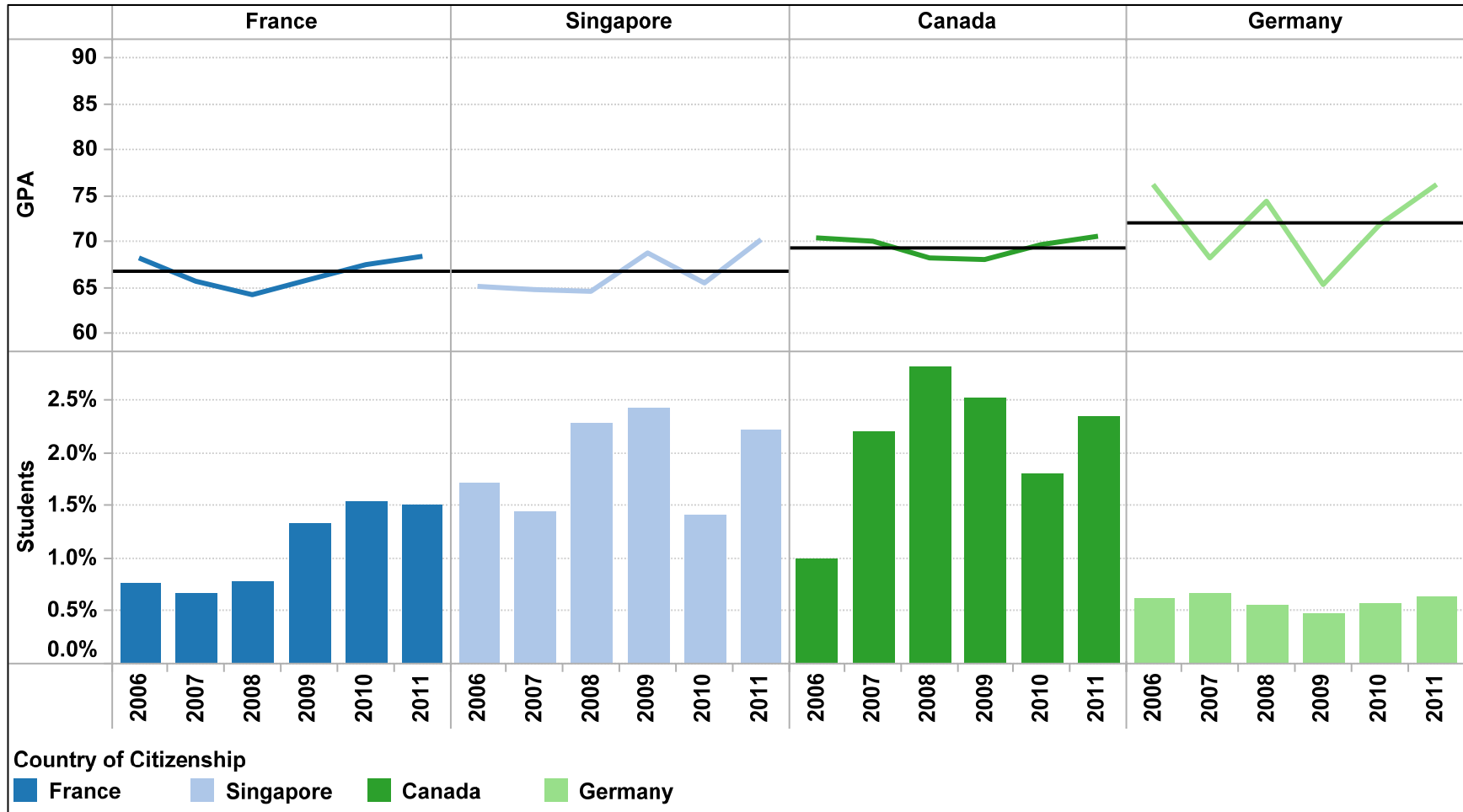
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# PRISM: INSTITUTIONAL ANALYSIS

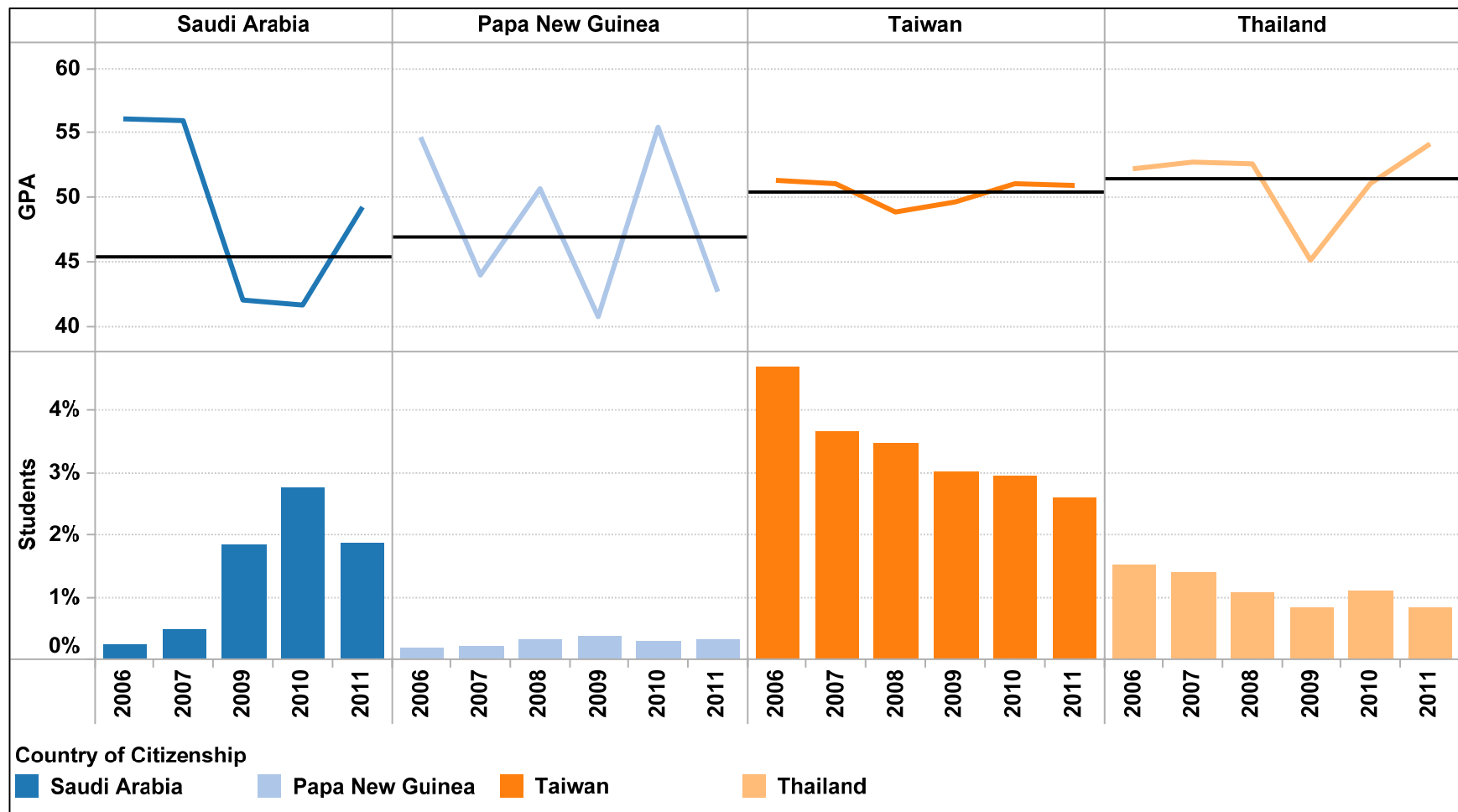
## Measuring Student Performance by Nationality Over Time (I)



**Four variable institutional analysis of well-performing international students**

# PRISM: INSTITUTIONAL ANALYSIS

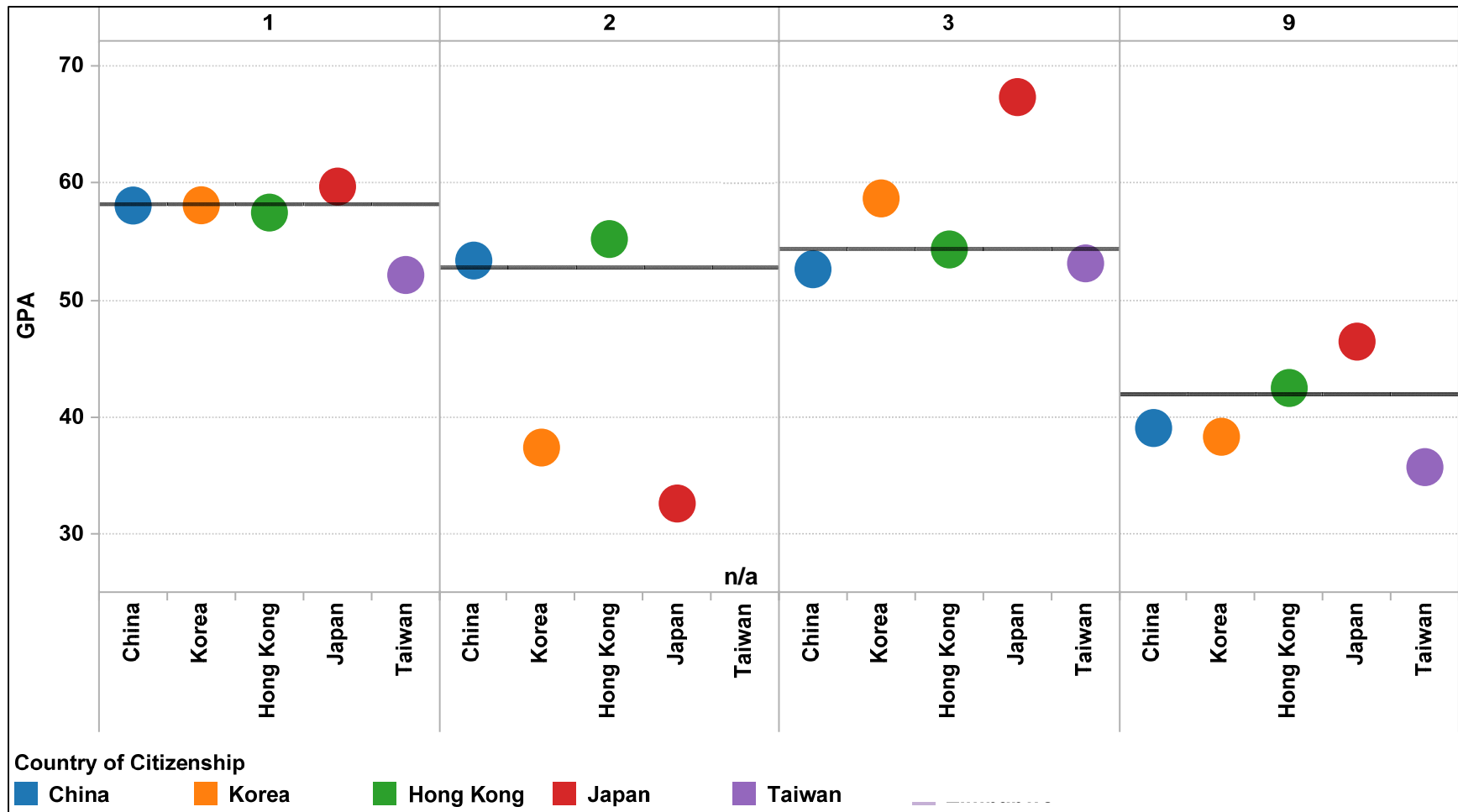
## Measuring Student Performance by Nationality Over Time (II)



**Four variable institutional analysis of low-performing international students**

# PRISM: BENCHMARK ANALYSIS

## Measuring Student Performance by Nationality Across Institutions



**Benchmark analysis allows for feedback loops into recruiting channels**

## IMPLICATIONS FOR AGENT MANAGEMENT

- **The best agent will struggle to systematically recruit high performance students from certain countries.**
- **Institutional variation in recruiting operations can be very pronounced which is a sign of inadequate management/oversight. This is not conducive to good agent management.**
- **Variation between institutions showcase that simply looking at agent performance at other institutions is not going to reveal a complete picture – agents and institutions need to fit.**

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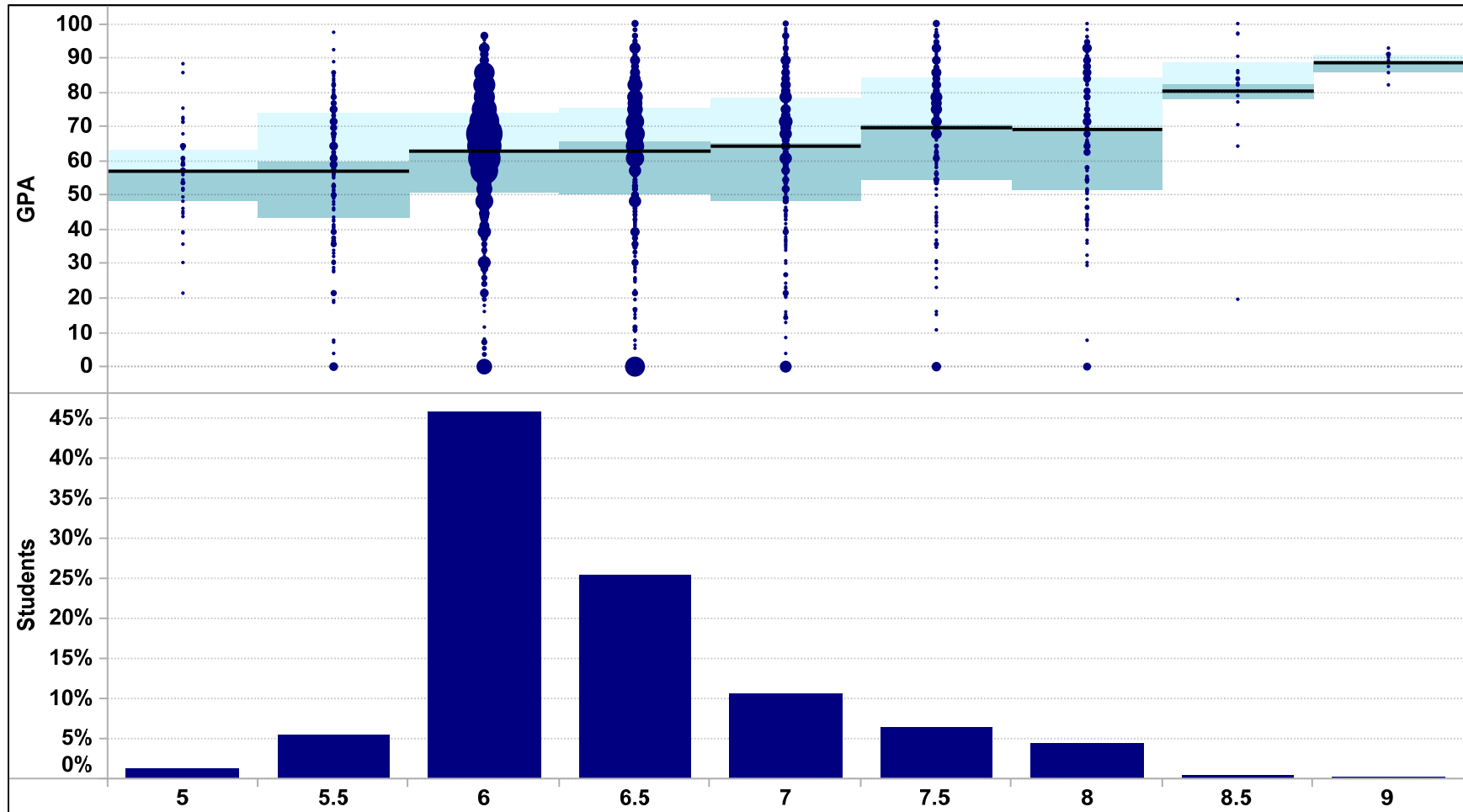
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# PRISM: THE ROLE OF LANGUAGE

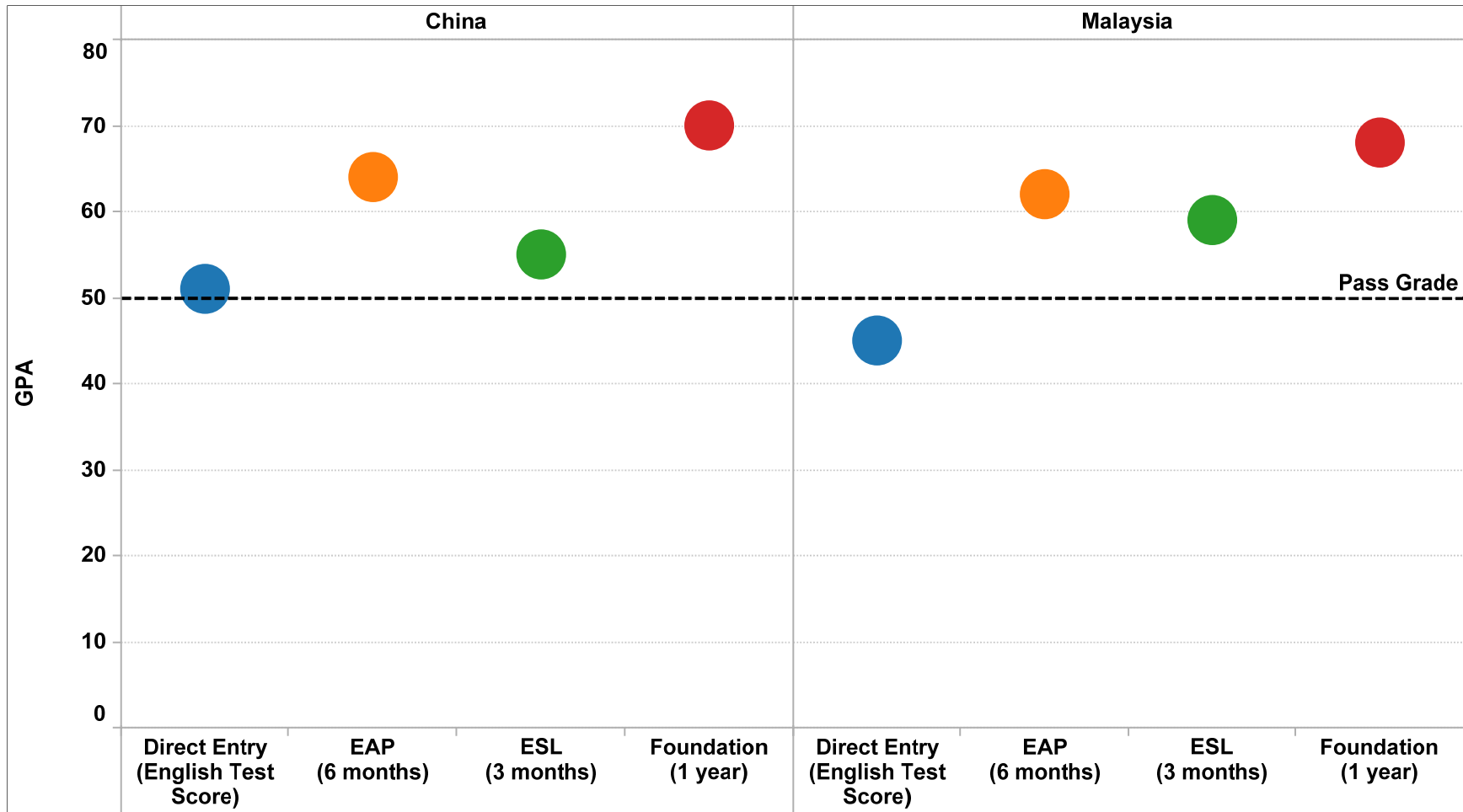
## Academic Performance Relative to Language Capability



**A clear relationship – but national differences are very pronounced**

# THEMATIC PERSPECTIVE: PATHWAYS ANALYSIS

## Comparison of Pathways Programs by Pathway Type and Citizenship



### Three variable analysis of pathways programs

Notes: Modulated data.



## IMPLICATIONS FOR AGENT MANAGEMENT

- **Agents play a critical role in evaluating an applicant's language and academic skills/fit. This is an area which still needs a lot of clarification and improvement in order to ensure that the very evident mismatches get minimized.**
- **Higher education institutions need to understand that agents play a role in recruiting for them through pathways options and need to ensure that (external) pathways providers take institutional brand/integrity needs properly into account.**

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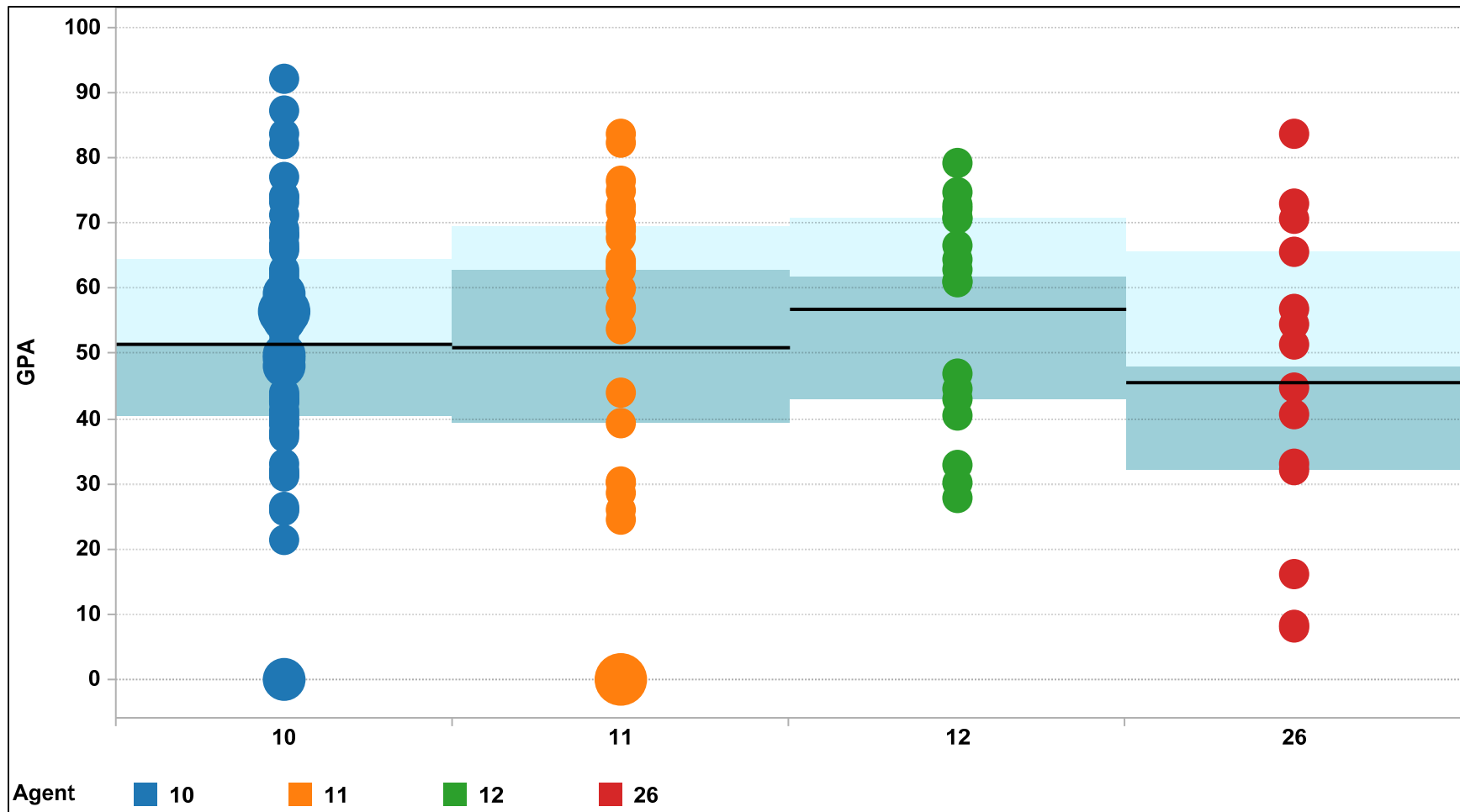
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# PRISM: AGENT MANAGEMENT

## Academic Performance by Recruiting Agent



Measuring the one definitive agent performance criteria: Student success

# OBSERVATIONS ON AGENT MANAGEMENT PRACTICES

- **Typical agent contracts do not hold agents accountable for the downstream academic performance and success of students they recruited.**
- **Most quality assurance models' components are front-end loaded: Training, familiarization tours, code of ethics agreements, etc. Compliance ensurance models typically revert to these components which offers limited feedback or validity.**
- **The systematic tracking of student performance, retention, and graduation is, at best, in its infancy. As a result, the actual value delivered by agents cannot be measured.**

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# INTRODUCING PERFORMANCE-BASED AGENT MANAGEMENT

- In PRISM, institutions can load agent codes into the benchmark model to develop an evidence-based understanding of the relative and overall performance of students by agent (i.e. outcome-based).
- In a second step, agent compensation can be pegged to outcome – to the point of not compensating agents for failing students, and raising compensation for agents recruiting students who perform well.
- Suggested model: 20 – 10 – 0 instead of 15 – 15 – 15.
- Employing such a feedback-loop driven approach will incentivize agents to focus on student quality.
- Outcome-based agent performance management is a logical response to regulatory requirements and business improvement dynamics.

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**The question is not whether agents can deliver the right kind of student (many but certainly not all can)**

-

**but how institutions should draw up governance, management, and academic performance measurement models which focus on ensuring that agents recruit successful students.**



## CONTACT INFORMATION

**Dr. Daniel J. Guhr**  
**Managing Director**

**Illuminate Consulting Group**  
**P.O. Box 262**  
**San Carlos, CA 94070**  
**USA**

**Phone** +1 619 295 9600

**Fax** +1 650 620 0080

**E-mail** [guhr@illuminategroup.com](mailto:guhr@illuminategroup.com)

**Web** [www.illuminategroup.com](http://www.illuminategroup.com)