DATA DRIVEN DECISIONS

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GETTING STARTED

Data is a powerful, yet often untapped resource. When speaking with campus leadership or making a case to colleagues, it is essential to have the numbers to drive your point home. Data empowers your requests & informs decisions.

Follow the steps below to get started.

1. Recognize that you do have the time.
The data you collect will actually save you time in the long run. You're already collecting data through Open Doors, applications, appointments, sign-in sheets, etc!

2. Ask a question. It's that easy!
What information would you like to know 1 year from now? Keep it simple. Focus in on the 1-2 items that will provide the most impact.

3. Develop your collection method.
Decide how you will collect the information & organize your spreadsheet in a way that allows for easy analysis. A few simple formulas can help you see insights immediately.

4. Collect data regularly & consistently.
Make sure your metrics are clearly defined & aim for a large sample size (at least 100) before relying on any key takeaways.

5. Analyze your data set.
Highlight the data that tells your narrative & leave the rest out (but without manipulating the message or cherry picking for your purposes).

6. Be critical upon your analysis.
Remember: Correlation does not automatically imply causation.

7. Share with others.
When sharing, give context. Anchor your numbers with a story, & show the audience why & how you collected the data..

ADVOCATE

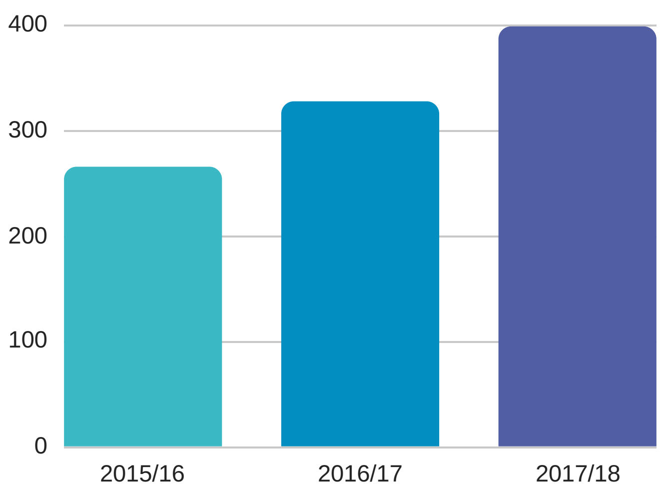
iep INTERNATIONAL EDUCATION PROGRAMS

Advocating for ourselves & our office can be one of the most difficult conversations we face. Structuring the conversation around data adds substance to your argument. Some examples of using data in advocacy: pay increases based on added responsibilities, unrealistic growth expectations, & allotment of additional staffing/resources.

1 Challenge: "We are too busy; we need more staff!"

Often, offices insist they need more staff, but they don't have any numbers to support the request. Here's an example of how to structure the conversation.

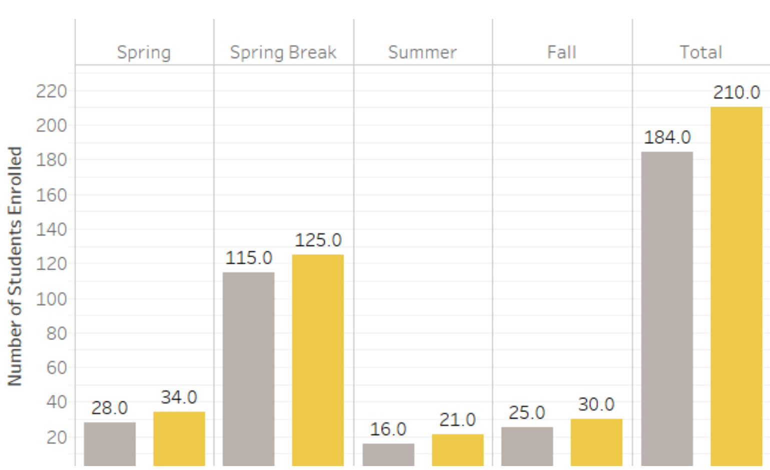
Number of Advising Sessions



Talking Points

- 50% more advising traffic from 2 years ago to now.
- If we continue to grow at the rate of 22% per year, we're projected to have 486 appointments in the 2018/19 academic year.
- Our office is currently expected to absorb an additional 14 appointments per week with no additional resources.

Number of Enrolled Participants



Talking Points

- 14% growth in enrollment from 2016/17 to 2017/18.
- If we continue to grow at the rate of 14% per year, we're projected to have 241 participants to process in the 2018/19 academic year.
- Our office is currently expected to absorb an additional 30 participants with no additional resources or staff.

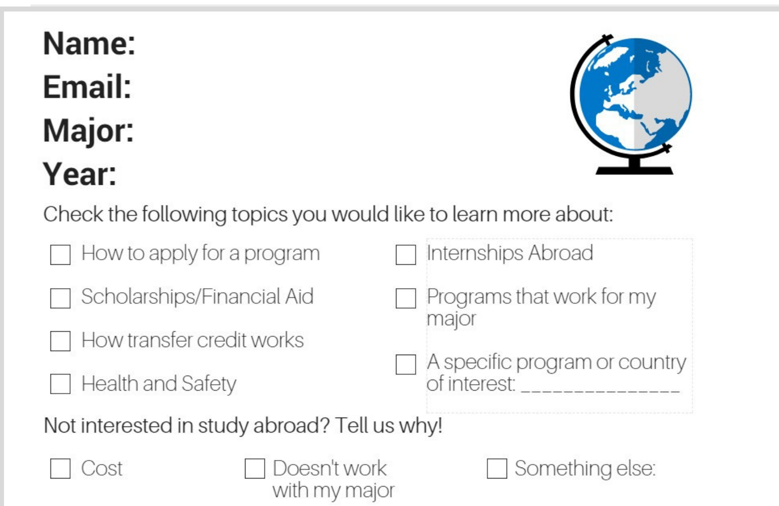
IMPROVE

Focusing on improvement allows you to find ways to streamline your office processes, & ultimately, be more strategic with where you allocate time & resources.. Examples areas of focus for improvement: why students gravitate toward particular programs, which marketing channels are most effective, & setting realistic goals/expectations.

2 Challenge: "Posters don't fill programs... or info sessions."

Offices tend to feel the full weight of marketing on their shoulders,. Have you analyzed which efforts give the biggest yield on enrollment?

Strategic Sign-In Sheets



Name:
Email:
Major:
Year:

Check the following topics you would like to learn more about:

- ☐ How to apply for a program
- ☐ Scholarships/Financial Aid
- ☐ How transfer credit works
- ☐ Health and Safety
- ☐ Internships Abroad
- ☐ Programs that work for my major
- ☐ A specific program or country of interest: _______________

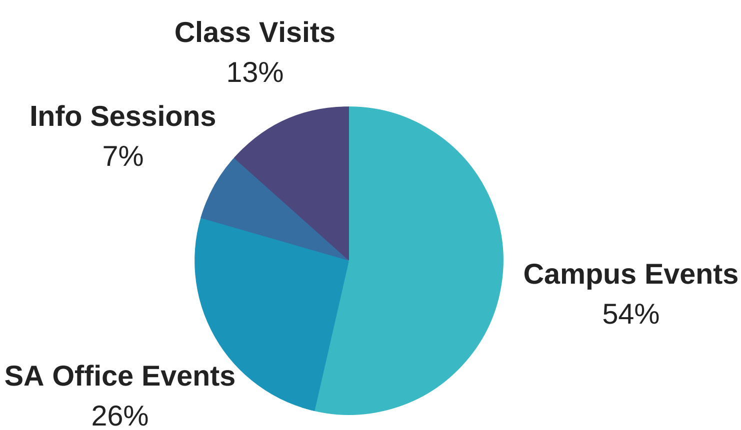
Not interested in study abroad? Tell us why!

- ☐ Cost
- ☐ Doesn't work with my major
- ☐ Something else:

Why It's Helpful

- Allows for more targeted student follow up when sending emails after events or class visits.
- Collects important data for your office about pain points for students or areas with lack of awareness on campus.
- Captures information from student population that isn't self-selecting into study abroad.

Outreach: Return on Investment



Talking Points

- Over half of new student interest is coming from popular campus events that the study abroad office participates in.
- Homegrown office events only account for 26% of new inquiries, & they require much more time, resources, & effort.
- How can we further capitalize on longstanding campus events?

EVALUATE

Evaluations come in many different forms, & it's no surprise that we can barely scratch the surface with just one page. There is immense value in evaluating office processes, work performance, student experience with the international education office, program vetting, on-site experience, & faculty-led program feasibility long before recruitment.

3 Challenge: Faculty-Led Programs "To run or not to run."

Offices are typically tasked with the time-intensive job of supporting faculty-led programs from start to finish, regardless of their likelihood to run.

MBA - Australia		Overall Score
Criteria	Rating	
Faculty Leader	8	6.40
Program	7	
Course	8	
Recruitment	8	
Historical	1	

-5	Not running
5-6	Under-enrolled
7-8	Meeting minimum
8+	Above minimum

5 Feasibility Factors

- *Faculty Leader:* Do they have a positive reputation on campus? Are they actively engaged in marketing?
- *Program:* How appealing is location and length? Are there unique highlights to attract students? How does it compare to other offerings? Is cost competitive?
- *Course:* Is the course required? Is it attractive to a large pool of students?
- *Recruitment:* Is recruitment window realistic? Is there departmental support to promote it within curriculum? Is the program promoted at events where target audience is likely to attend?
- *Historical Success:* Has the program run before? If yes, has it always met minimum enrollment?

What It Is

- A rating tool to score 5 critical factors that contribute to the feasibility of faculty-led programs.
- Feasibility is defined as the likelihood a program will meet the minimum number of students required for budgeting.
- 5 Feasibility Factors: Faculty Leader, Program, Course, Recruitment, and Historical Success

Why It's Helpful

- Assesses feasibility of a program prior to approving it to start recruitment.
- Informs conversations with faculty leaders to better set expectations.
- Assists in advocating for office's best use of time and resources.
- In the example, we can see that the program is likely to run under-enrolled.