# Illuminate Consulting Group

## Information Session

# Has anyone heard about international academic consulting?

# AGENDA

## About ICG

**Analytical Model: International Tuition-based Competition Database**

**Analytical Model: Strategic Enrollment Performance Assessment Toolkit**

**Analytical Model: International Student Analytics and Forecasting Model**

**Analytical Model: Student Performance and Success Benchmarking (PRISM)**

**Internships**

**Contract Research**

**Professional Year**

- **ICG exists to make an evidence-based difference in the international education landscape.**

- **Our advice influences national policy-making and institutional strategy.**

- **Our work affects the life trajectories of thousands of students.**

- **Not getting it right is not an option.**
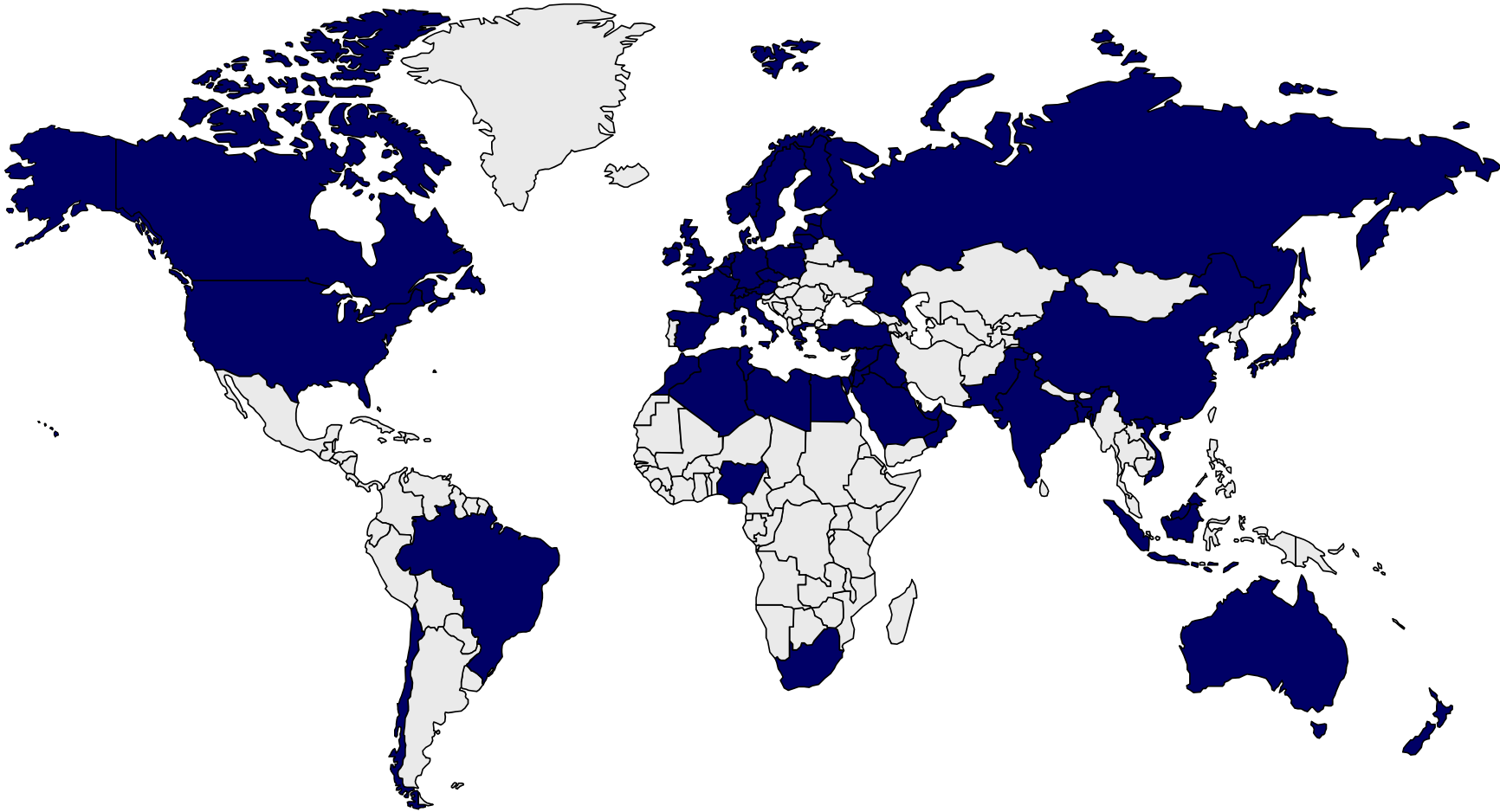
# ICG: CORE TEAM

- **Dr. Daniel J. Guhr.  Managing Director.  D.Phil., Oxford University.**

- **Prof. Claudius E. Gellert.  Head of the Institutional Development Practice Area.  Ph.D., Cambridge University.**

- **German Eichberger.  Head of the IT and Social Media Practice Area.  M.Sc., Karlsruhe Institute of Technology.**

- **Robert Jackman.  Analyst.  MPP and M.A., Stanford University.**

- **Ekaterina Radaeva.  Analyst.  B.A., Georgetown University.**

- **Aurelie Basha i Novosejt.  Editor.  Ph.D. ('14), London School of Economics.**

- **Veronika Kupriyanova.  Researcher.  Joint MIR and MEI, MGIMO and Sciences Po.**

# ICG: ACADEMIC ADVISORY BOARD

- Louis E. Alexander, MIT, USA

- Orhun Aydin, Stanford University, USA

- Laurel Bright, Ultimate Positioning, Australia

- Stephanie Busch, Goodgame Studios, Germany

- Angela Chapman, National University of Singapore, Singapore

- Prof. Bruce Chapman, Australian National University, Australia*****

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- Phil Mclauchlan, MirriAd, UK*****

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- Dirk Radzinski, Algenol, Switzerland

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- Prof. Michael Wilkes, UC Davis, USA

- Patrick Zielinski, e.q.z Sozietät, Germany

Note: ***** Oxford/Cambridge background.

- **Bjorn Einar Aas, Bergen University, Norway**

- **Dr. John E. Andersen, University of Copenhagen, Denmark**

- **Prof. Chris Auld, Griffith University Business School, Australia**

- **Britta Baron, University of Alberta, Canada**

- **Paul Brennan, Association of Canadian Community Colleges, Canada**

- **Prof. Sheila Embleton, York University, Canada**

- **Dr. Andy Gillespie, Auburn University, USA**

- **Prof. Nigel Healy, Nottingham Trent University, UK**

- **Markus Laitinen, University of Helsinki, Finland**

- **Sonny Lim, JD., Rice University, USA**

- **Chris Madden, Griffith University, Australia**

- **Joy McKinnon, Seneca College, Canada**

- **Dr. Randall Martin, British Columbia Council for International Education, Canada**

- **Gonzalo Peralta, Languages Canada, Canada**

- **Prof. Chris Robinson, Victoria University, Australia**

- **Richard Stenelo, Lund University, Sweden**

- **Jean-Philippe Tachdjian, DFAIT, Canada**

- **Delia de Vreeze, Wageningen University, The Netherlands**

## International Talent Acquisition

- **International student recruitment has become a highly competitive, data-driven, multi-billion dollar industry. ICG has advised dozens of clients worldwide on sustainable, talent-centric recruiting models, supported by the extensive usage of analytical and benchmark models.**

## Institutional and National Competition Strategy

- **ICG has authored numerous reports analyzing the competitiveness of public education policies and practices. Similarly, ICG assists educational providers with organizing themselves for global competition based on organizational redesign, integrated data management, and cultural change management steps.**

## Information Technology and Social Media

- **Analyzing the social media footprint of education institutions is a core part of most of ICG's projects. ICG employs a quantitative benchmark approach which couches institutional analyses into competitive terms. ICG annually publishes a 300 page report on social media in higher education.**

- *Fraud and Deception in International Education.*
  Council of Ministers of Education, Canada: Forthcoming, 60+ p.

- *An Analysis of Pathways in Canadian Education.*
  Canadian Consortium for International Education Marketing: Forthcoming, 200+ p.

- *Web 3.0 in Higher Education.*
  ICG: 2012, 299 p.

- *Canada's Capacity for International Student Enrollment.*
  Foreign Affairs and International Trade Canada: 2012, 157 p.

- *An Expanded International Market Positioning Strategy for Sweden.*
  Study Destination Sweden: 2011, 311 p.

- *New Zealand Alumni Survey: Experiences, Attitudes, and Engagement.*
  New Zealand Ministry of Education: 2009, 136 p.

- *Best Practices on Managing the Delivery of Canadian Education Marketing.*
  Department of Foreign Affairs and Trade Canada: 2009, 232 p.

- *Trends, Strategies, and Best Practices in International Student Recruiting.*
  Education New Zealand: 2007, 94 p.

- *Market Research in the Education Sector of Western Europe.*
  Australian Government Department of Education: 2006, 170 p.

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- ITBCD contains tuition fees, added fees, and cost of living data on more than 6,200 degree programs from universities worldwide. Co-databases contain similar data on art and design schools, as well as colleges.

- ITBCD bands programs by peer brand/rank to identify direct competitor programs.

- ITBCD rationalizes tuition fee setting by placing it into a long-term strategic context, and by employing tools from scenario building to game theory.

- Scenario building allows for modeling the impact of fee changes up to a decade into the future.

- Game theory exercise highlight the interwoven nature of tuition fee levels in commercially applicable or professional study fields.

**2013 Academic Year Living Expenses: Difference Between ICG's SMILE and Institutional Estimates**
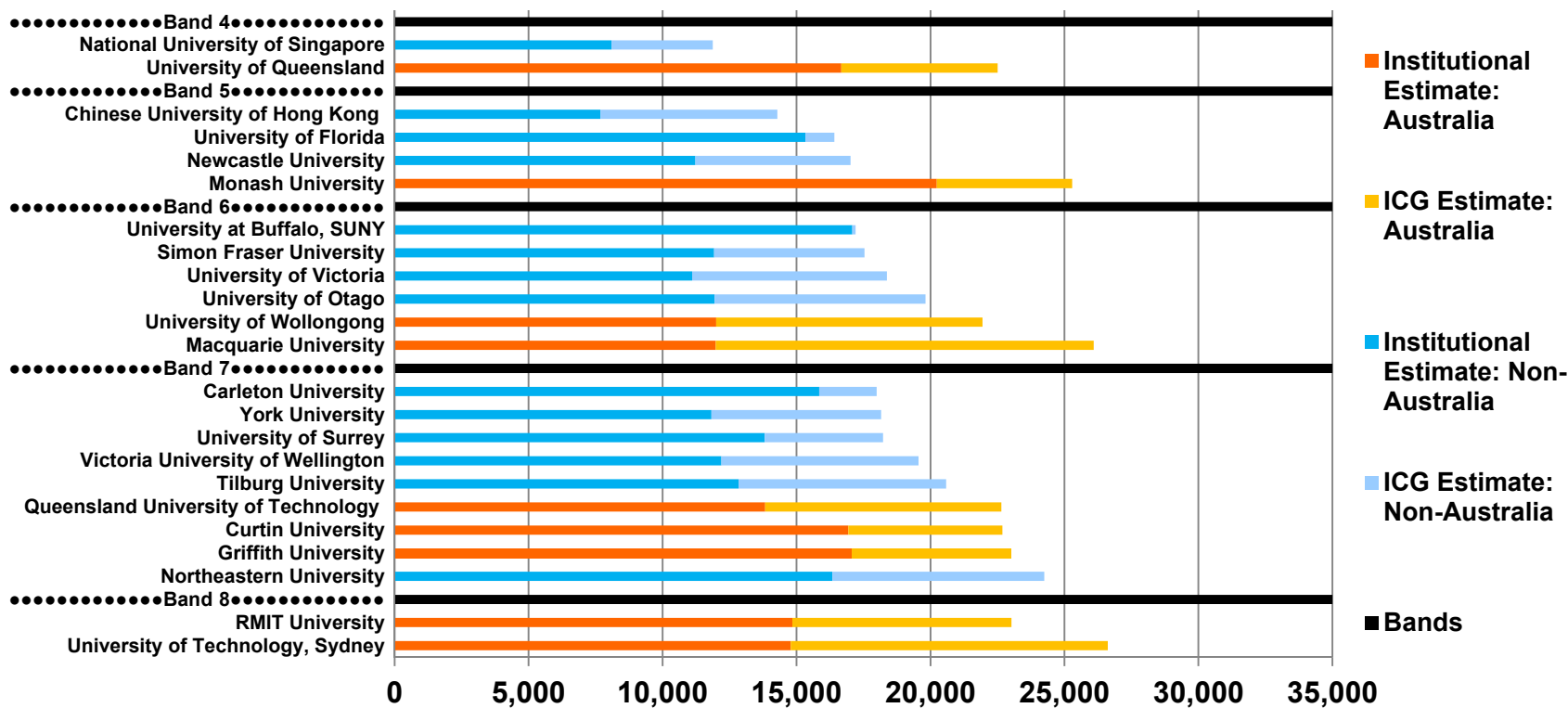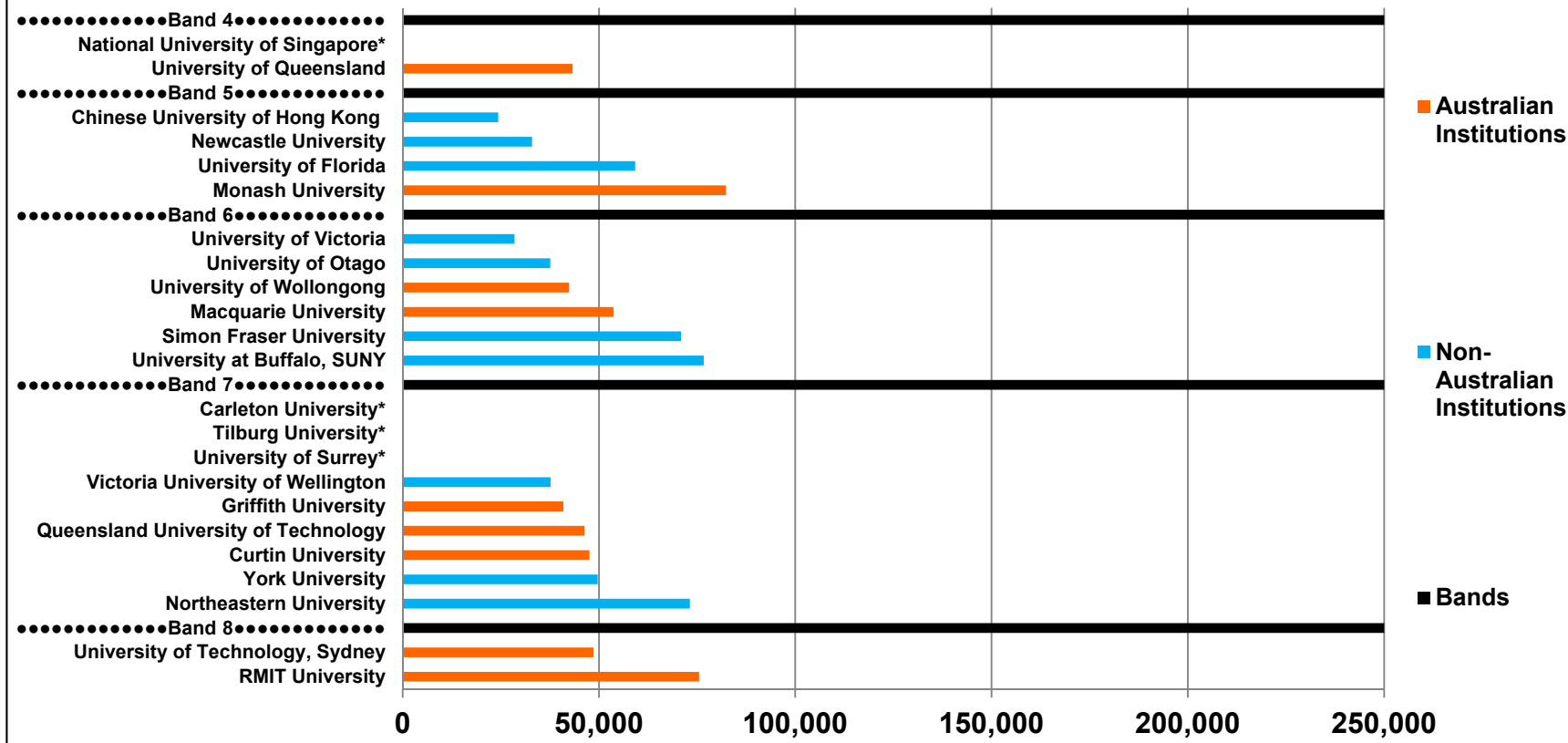
**Many universities systematically underestimate cost of living data**

Notes: Institutional estimates as per institution, ICG estimates based on ICG's SMILE methodology.
Source: ITBCD.

## Baseline Scenario: Master of Education
## Total Cost of Degree Acquisition by Band (2013-16)



**Total cost for a Master's degree in education can differ by a factor of 3**

Notes: Institutional estimates as per institution, ICG estimates based on ICG's SMILE methodology.
Source: ITBCD.

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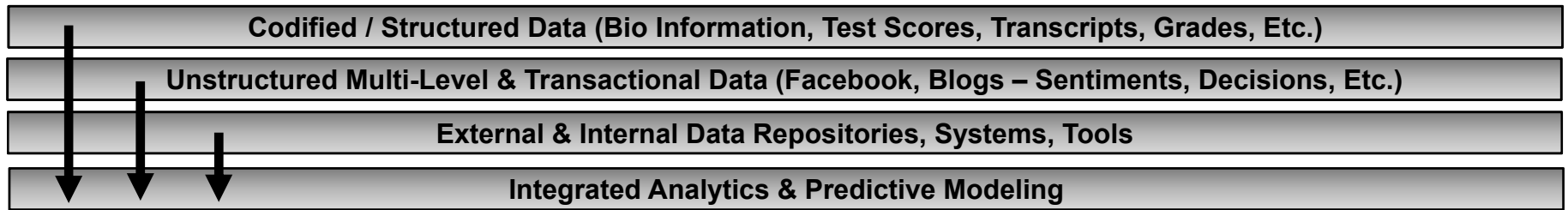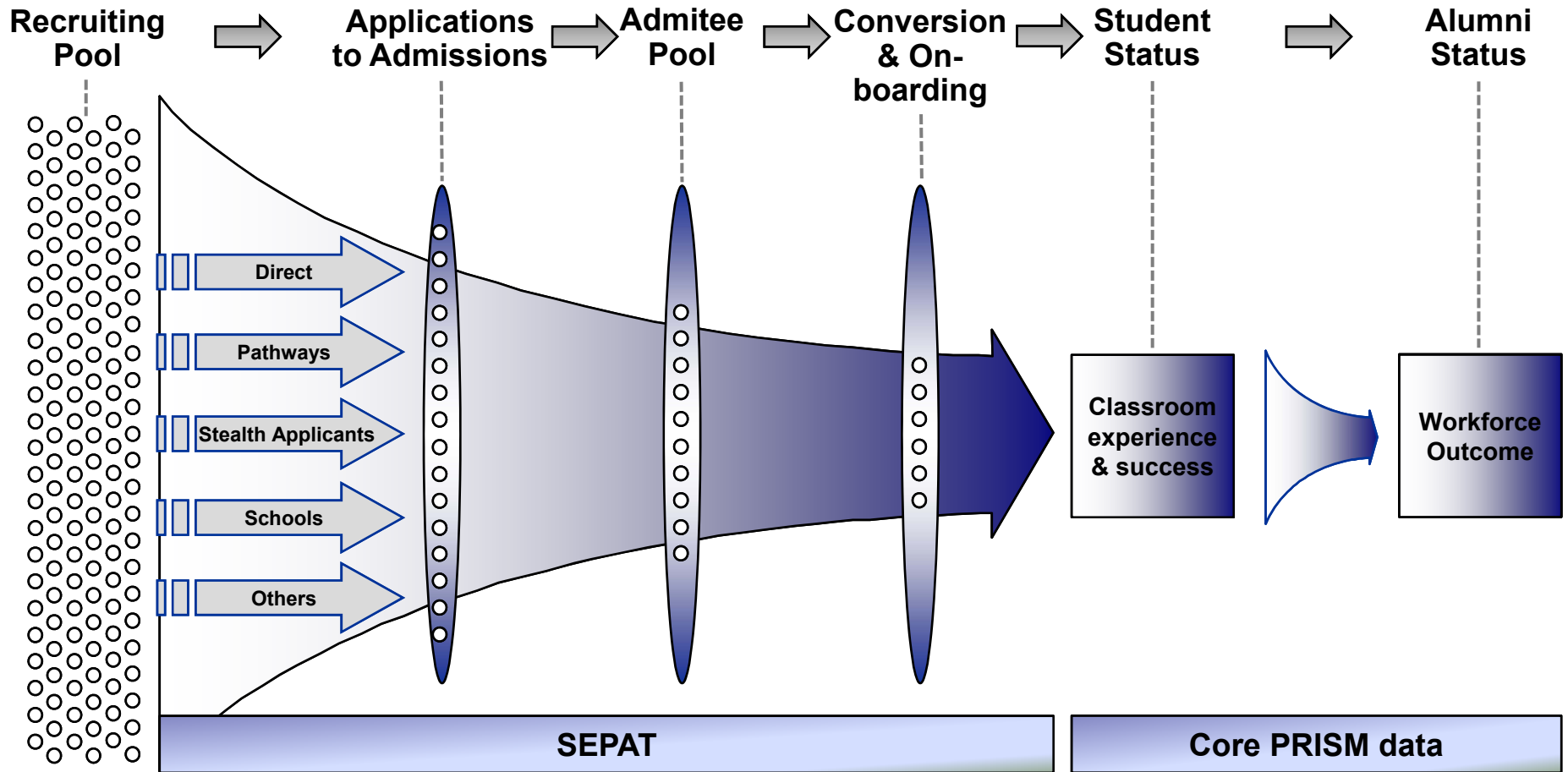Analytical Model: Student Performance and Success Benchmarking (PRISM)

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- **SEPAT allows institutions to improve their performance based on both internal process improvements as well as external competitor benchmarking.**

- **SEPAT is based on a continuous process and data flow model. This model aligns and unifies codified student and unstructured external data into one comprehensive set of performance assessment tools.**

- **SEPAT utilizes an extensive set of benchmark databases that allow tracing the marketing-recruiting-admissions-enrollment-student services performance of an institution. .**

- **Benchmark databases include, for example, time-based competition for admissions processes, conversion yield-management, student segment targeting, etc.**

# SEPAT: DATA FLOW MODEL

Recruiting Pool → Applications to Admissions → Admitee Pool → Conversion & On-boarding → Student Status → Alumni Status

Direct
Pathways
Stealth Applicants
Schools
Others

Classroom experience & success

Workforce Outcome

SEPAT

Core PRISM data

Codified / Structured Data (Bio Information, Test Scores, Transcripts, Grades, Etc.)

Unstructured Multi-Level & Transactional Data (Facebook, Blogs – Sentiments, Decisions, Etc.)

External & Internal Data Repositories, Systems, Tools

Integrated Analytics & Predictive Modeling

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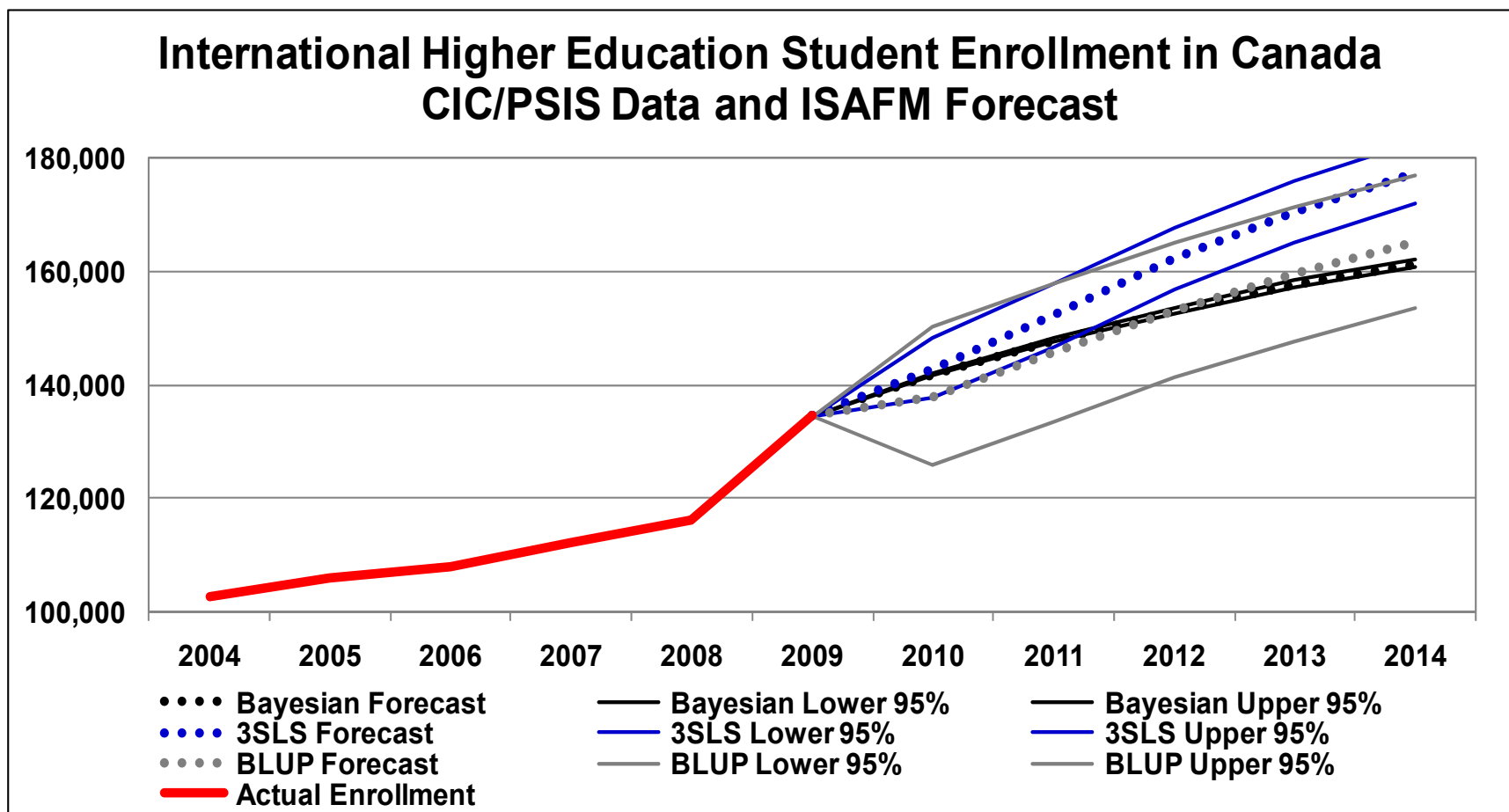Analytical Model: Student Performance and Success Benchmarking (PRISM)

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# ISAFM – INTERNATIONAL STUDENT ANALYTICS AND FORECASTING MODEL

- **ISAFM's 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.**

**International Higher Education Student Enrollment in Canada CIC/PSIS Data and ISAFM Forecast**

Legend:
- •••• Bayesian Forecast
- •••• 3SLS Forecast
- •••• BLUP Forecast
- ▬▬ Actual Enrollment
- ▬▬ Bayesian Lower 95%
- ▬▬ 3SLS Lower 95%
- ▬▬ BLUP Lower 95%
- ▬▬ Bayesian Upper 95%
- ▬▬ 3SLS Upper 95%
- ▬▬ BLUP Upper 95%

**A story of models, ranges, and confidence intervals**

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

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# PRISM – A CROSS-NATIONAL STUDENT SUCCESS AND PERFORMANCE BENCHMARK MODEL

- **PRISM analyses and benchmarks student performance based on up to two dozen admissions and student record attributes on harmonized grade scales and unified outcome metrics.**

- **PRISM operates across institutions and jurisdictions – making it the only model of this kinds according to our knowledge**

- **Institutions can load many millions of data points each – down to every grade for every class taken.  This allows for deep drill downs.**

- **PRISM serves four key purposes:**
  - **Retention enhancement**
  - **Success factor identification**
  - **Feedback looks (student performance -> admissions -> recruiting)**
  - **Curricular re-design**
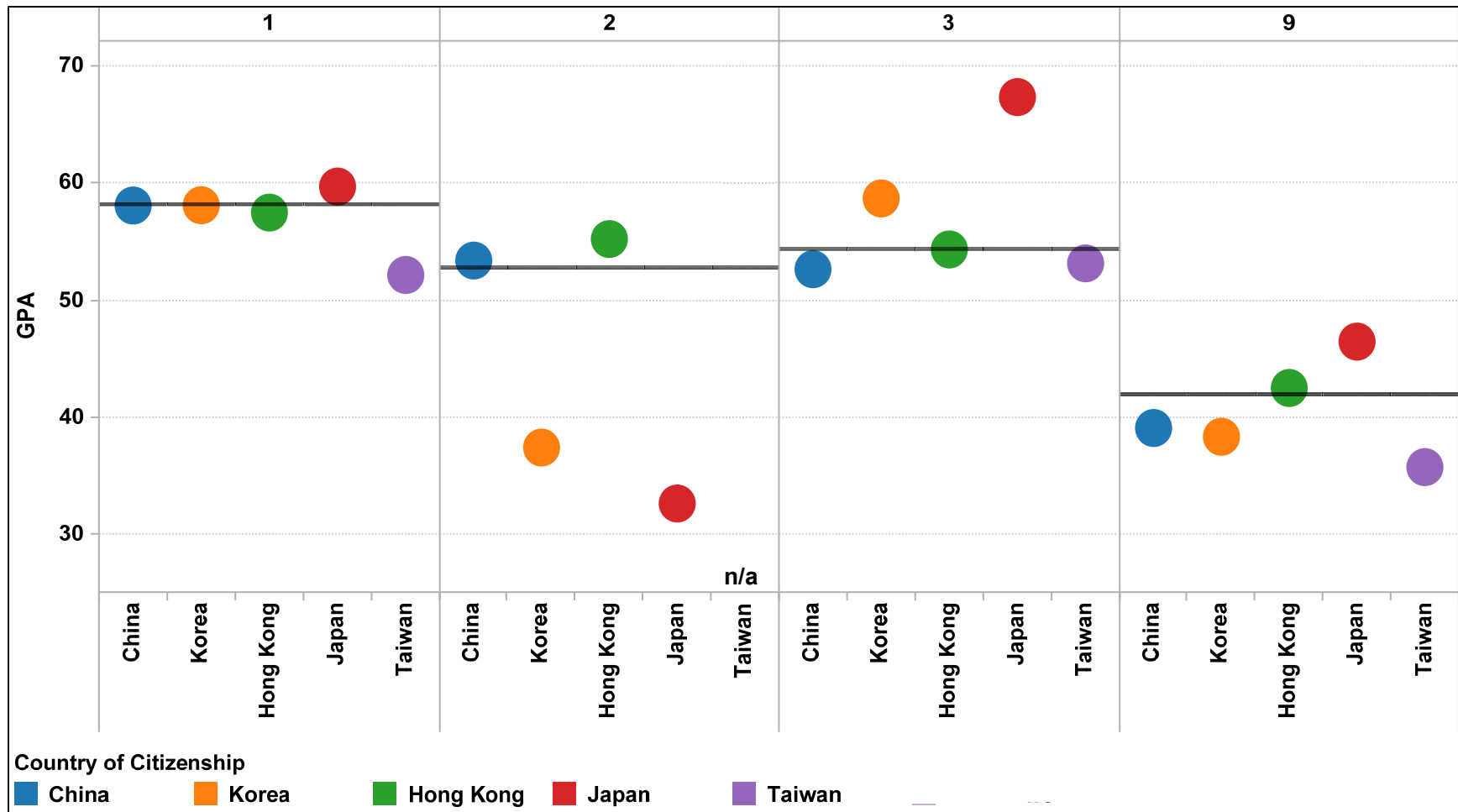
**Benchmark analysis allows for feedback loops into recruiting channels**
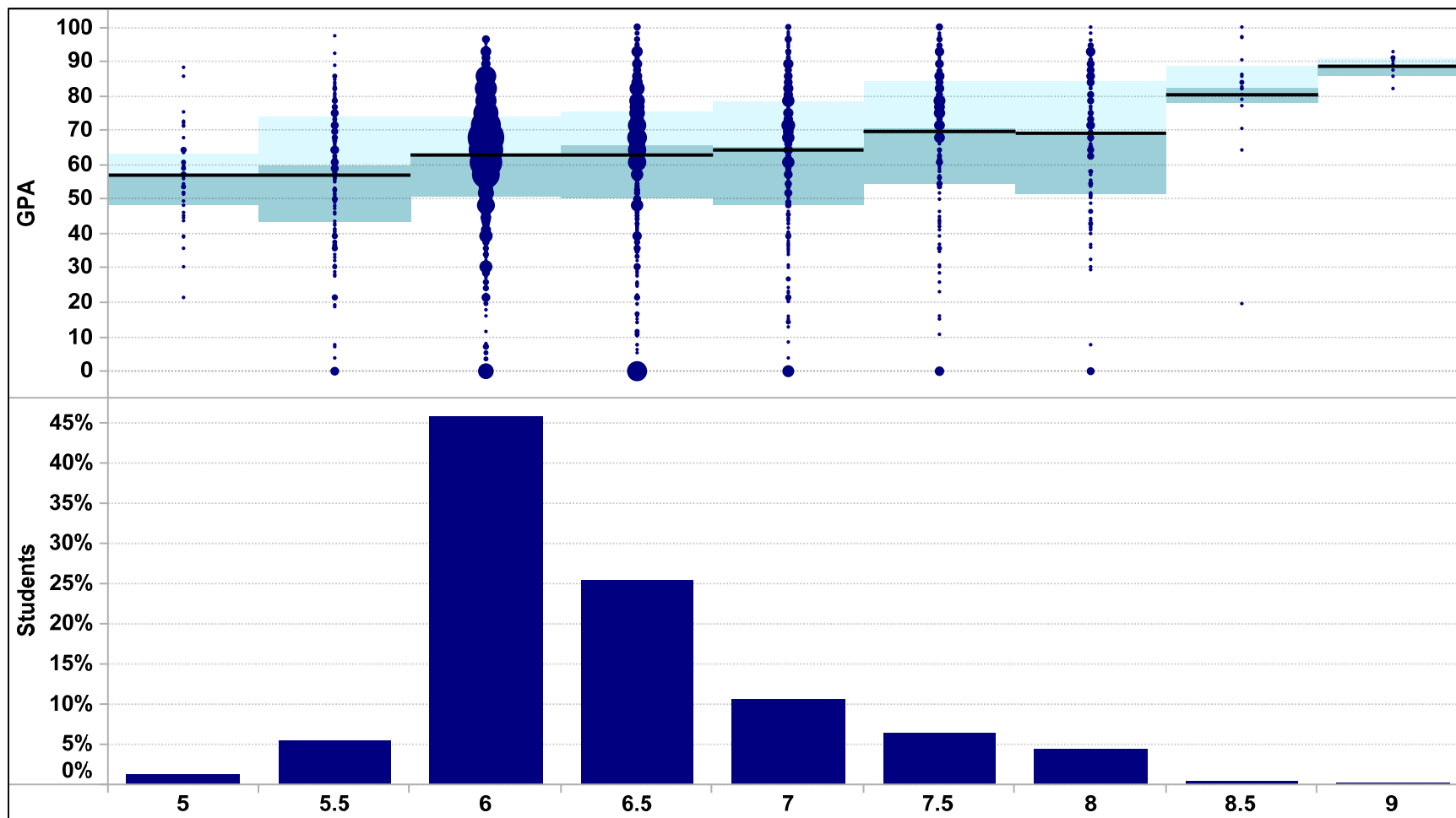
**This analysis informs institutional policies on language ability thresholds**

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# SUMMER 2013 GRADUATE INTERNSHIP

- **Location: San Francisco Bay Area**

- **Time Period: Between June to September**

- **Duration: 10-14 weeks**

- **Compensation: $ 2,500/month (salaried)**

- **Visa sponsoring: Possible for a J-1**

- **Requirements:**

  - **Top 20 (global) graduate program**
  - **Excellent writing skills**
  - **Deep familiarity with quantitative research methods**

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- **Location: Anywhere**

- **Time Period: 2013**

- **Duration: Assignments on a project basis**

- **Compensation: $ 14-22/hour**

- **Visa sponsoring: Not applicable**

- **Requirements:**
  - **Top 20 (global) graduate program**
  - **Excellent research skills**
  - **Highly self-directed**
  - **Familiarity with advanced research processes**

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# 2013-14 PROFESSIONAL YEAR

- **Location: San Francisco Bay Area**

- **Time Period: Start in June/July 2013**

- **Duration: 12 months**

- **Compensation: $ 35,000 – 45,000 annual depending on role**

- **Visa sponsoring: Possible for a J-1**

- **Requirements:**

    - **Top 20 (global) graduate program**
    - **Excellent writing skills**
    - **Deep familiarity with quantitative research methods**
    - **Advanced familiarity in at least one key area of ICG's advisory practice**

**ICG Recruitment Team**

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