Increasing International Student Enrollment From China at Saint Louis School (SLS): A Gap Analysis
Kenneth Chio Heng Iong

Purpose of the Study
To Conduct a KMO Gap Analysis Towards Increasing Enrollment at SLS by Recruiting 300 Students from China.

Project Questions
What are the Knowledge, Motivation and Organization (KMO) Causes that are Barriers to Parents in China Applying to Enroll their Children at SLS?

What are the Solutions to KMO Barriers?

Literature Review
Catholic Schools provide Quality Education (ACJU, 2008; CNS, 2008; Jeffrey, 2014)
Catholic Schools face Declining Enrollment (Ewert, 2013)
Chinese Students can Potentially fill the Enrollment Gap (Bouchard 2010; Dillon, 2013)
No Previous Studies Identify Push/Pull Factors for Recruiting Students from China

Methodology: Mixed Methods
Survey Parents of Children in China (N=30)
63 Likert items (1=Push 5=Pull)
2 Open-Ended Questions
(important pull/push factors)
Interview Parents of Children in China (N=4)
Most important pull/push factors & why
Triangulate Quantitative + Qualitative Using KMO Framework

Results (Assumed Causes Validated Using KMO Framework)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Motivation</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLS does not know the factors that would PUSH Chinese parents from enrolling their child at SLS or PULL Chinese parents to enroll their child at SLS</td>
<td>Parents not motivated to enroll their child at SLS. SLS not motivated to recruit students from China.</td>
<td>SLS does not know how to recruit students from China. SLS does not have the Facilities/Organizational Structures to Successfully Recruit Children from China.</td>
</tr>
<tr>
<td>Pull Factors:</td>
<td>Results from Survey and Interviews</td>
<td>Results from Survey and Interviews</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children becoming independent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children learning English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasant climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dormitory housing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push Factors:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social adjustment, including discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language barriers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is the Knowledge that SLS Needs To Successfully Recruit from China</td>
<td>The SLS Recruiter Must Use These Push and Pull Factors To Successfully Recruit from China</td>
<td>The SLS Organization Must Foster Safety &amp; Education Quality Help with Cost Help with Student Adjustment Build Dormitory Housing</td>
</tr>
</tbody>
</table>

Recommended Solutions
SLS Recruiter: Focus on Safety, School Quality, Pleasant Climate, and English Mastery, Students becoming Independent
SLS: Foster Safety and Education Quality, Help with Costs and Student Adjustment, Build Dormitory Housing

Implementation Plan
Immediate
SLS: Focus on Security, Teacher Quality, Costs, Adjustment
SLS Recruiter: Employ Knowledge of Pull/Push Factors
In 2016
Begin Recruiting Parents in China to Enroll Their Children
By 2018
Build Dormitory Housing

Limitations
Study Data are Self-Report (do not know if self-report = actual beliefs and actions)
Limited Sample of Prospective Parents in China
No Parents in Other Countries

Recommendations for Future Research
Will the Recommendations be Implemented?
Replicate this Gap Analysis to Recruit Students from Korea and Japan
Will Dormitory Housing at SLS help to Recruit Student from China (and elsewhere)?