

Reducing Customer Churn through Data Driven Improvements





Customer Profile

A major US based online university offering one of the largest numbers of programs & courses, and unique online opportunities approached MK to study their student lifecycle and highlight opportunities to retain a student and improve her/his stickiness to institution.

Business Challenge

Keeping the students engaged on their online educational environment is a challenge whereas without an engaging experience, retention and participation are sure to drop. They needed to be aware of all the capabilities of the online environment as well as know how to use and locate the items that matter most to them.

Project Objective

With the aim to achieve the following

- To understand the reason/reasons 'Why students are leaving?'
- To check if agents are trying to retain students.
- To analyze students behavior patterns leading to a transition from being highly engaged to less engaged.

Our Approach

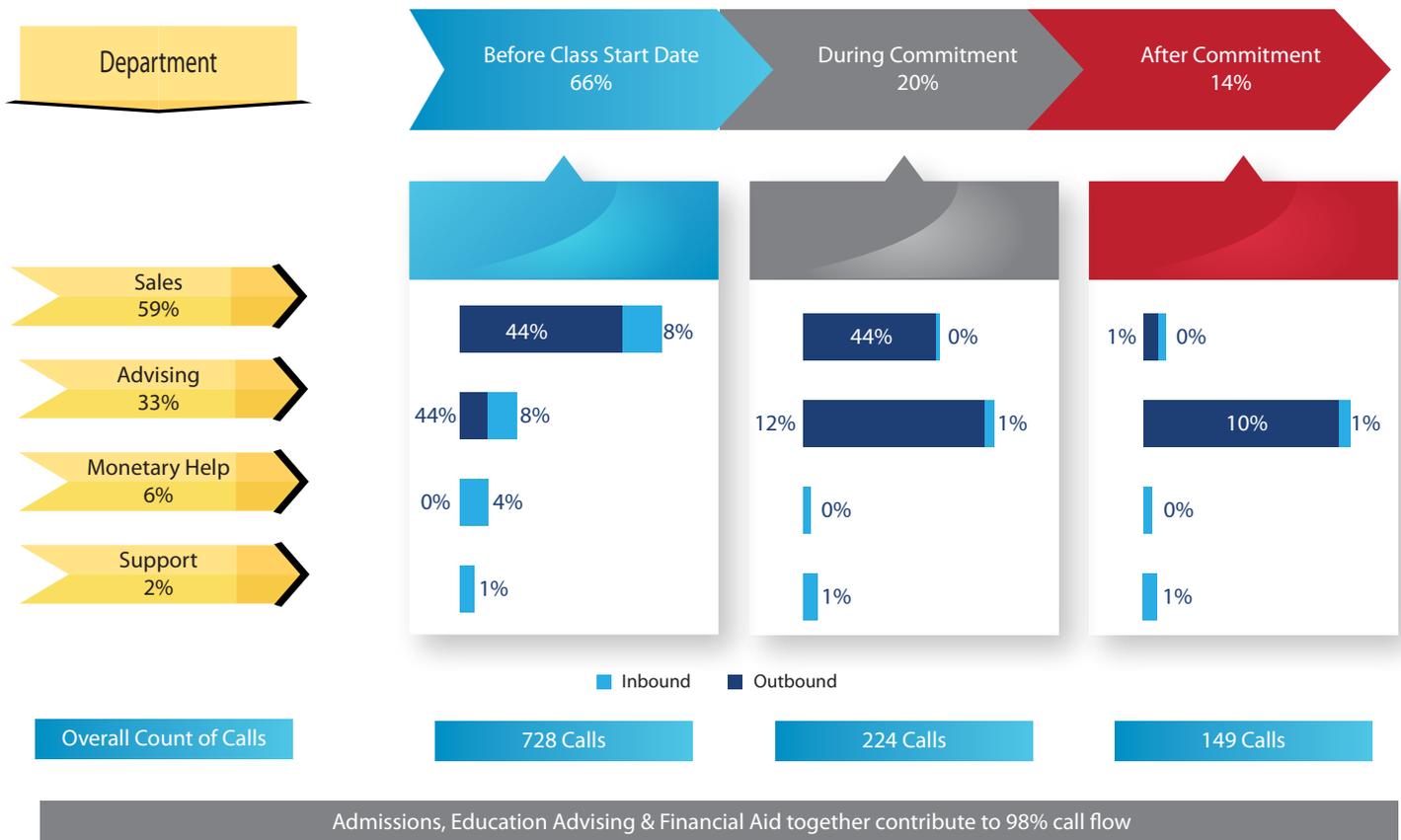
The project was guided by the following set of broadly stated research objectives:

- Evaluate all calls in 100 students' life cycle the day they started using the service to the day they decided to withdraw the service
- Detailed call listening and documentation to establish drivers for withdrawing the service.
- Capture student's verbal cues and behavior to recognize the possible service withdrawal.
- Study agent's documents on students account to check if agents are leaving complete student case to help organization to understand the student profile completely.



Our Solution

Student who dropped out due to inadequate service during university's commitment period of 21 days were studied throughout their life cycle with organization.



It was observed that student's engagement was getting low over the period as most of the interactions were captured only at the initial period when students signed up for service.

The identified sample was further analyzed by group of analysts by performing detailed call listening and attributes like call driver, verbal cues and resolution offered were captured.



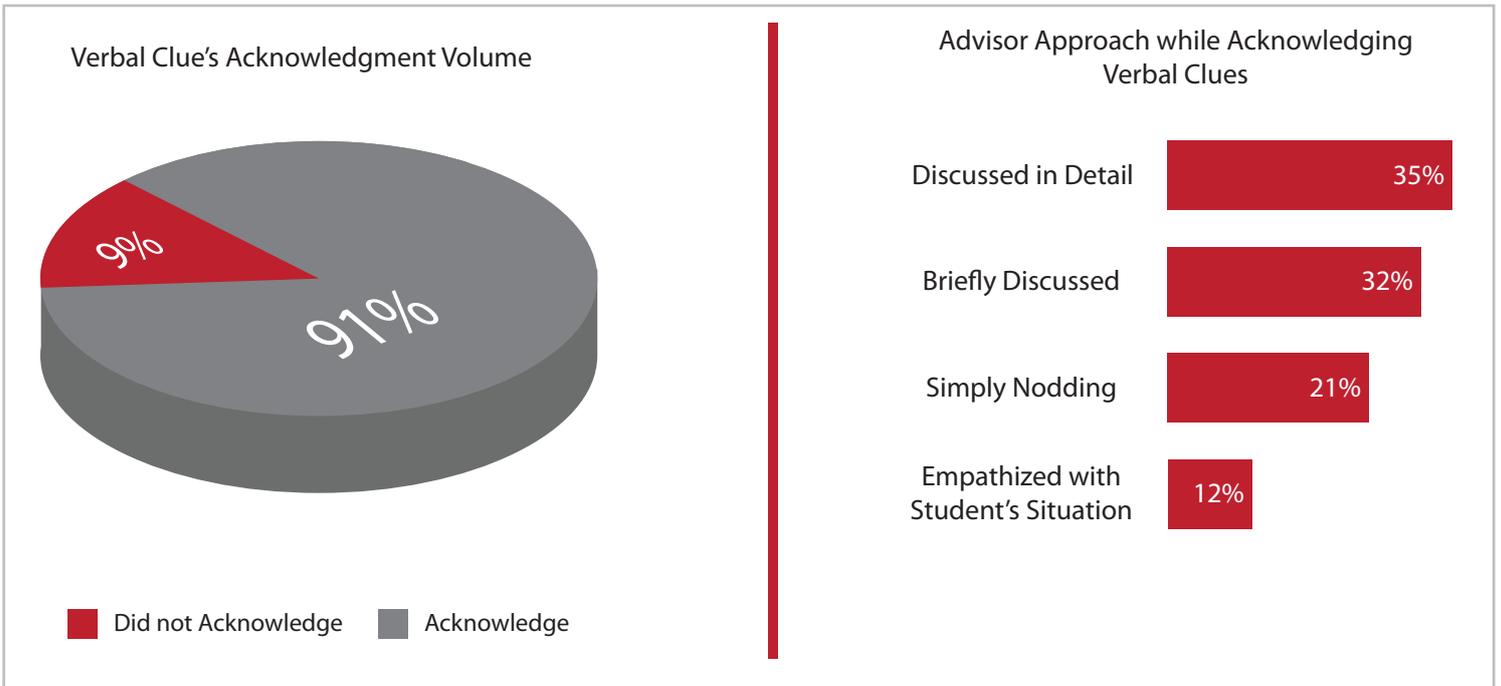
Initial Findings

After analyzing the sample it was found that 82% students indicated some verbal cues related to withdrawal due to bad service, most of the verbal cues shared by students was 'personal' in nature

| | | | |
|----------------------------|---|--|---|
| Personal and Family issues | I have 14 children | PS had to leave the previous classes due to health issue | Student herself stated that her son has some sort of emotional or mental problem |
| Technical issues | I was trying to Fax enrollment and scholarship on Friday again and again but, it could not go through | I was unable to do an e-signature | Student was unable to post her introduction in the class |
| Not available | Nowdays I am working night shift | Could not attend seminars because she was at work | Student stated that she works early in the morning till 6 pm |
| Academic issues | Student stated that she is confused due to huge Assignments | It would lot better if you have the seminar on Monday | I have a second thought about psychology |
| Don't have Computer | I don't have laptop and I don't have internet on my laptop | My system had crashed | Right now my laptop is messed up and therefore I'm going to Library |
| Don't have internet | I don't have internet in my own PC and I might be doing it in office | Student stated since she has been living in a shelter, she won't hace internet service | Obtained low grade due to recent movement and I have not been online very often. Internet came on newapartment today only |
| Not available | I did know that university is little bit expensive | Only thing I am concerned about is: Paying for school and I don't know if it will cover the course | - |
| Academic issues | Student mentioned that when she searched in Google about university she found lot of complaints about school and she got scared | Before they answer to me, they hang up on me. | - |



Advisor's approach on hearing a verbal clue from student:



| Verbal Clues | Admissions (60%) | Education Advising (39%) | Financial Aid (2%) |
|----------------------------------|------------------|--------------------------|--------------------|
| Personal and Family Issues (30%) | 59% | 41% | 0% |
| Technical Issues (25%) | 48% | 45% | 6% |
| Not Available (16%) | 70% | 30% | 0% |
| Academic Issue | 50% | 50% | 0% |
| Don't have Computer (6%) | 63% | 38% | 0% |
| Don't have Internet (6%) | 71% | 29% | 0% |
| Expensive (2%) | 100% | 0% | 0% |
| Negative Feedback (2%) | 100% | 0% | 0% |

Most number of verbal clues were shared with admissions function since it is the first and primary point of contact for student. Agents understood and acknowledged the student's verbal cues; however, failed to discuss the issues in detail as most of the agents only acknowledge the concern by discussing briefly or simply gave verbal nodding/empathized when required.



Results Achieved

We offered recommendations that enabled the client to:

- Develop a process to identify and capture verbal clues on real time basis,
- Design specific probing questions upon receiving verbal clue(s) to understand root cause of cancellation followed by suggesting an alternate approach to student,
- Prioritize features of programs and courses on which advisors would educate the student in much more effective manner,
- Generate options and alternate approaches those can be offered to student in order to continue relationship with the university.

These action items led to a statistically significant reduction in student attrition and the whole study was well received by the executives of quality & training.



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