



# Marketing Across the Program Lifecycle

Part Two: Putting Insights Into Action to Inform Marketing and Recruiting

For University of Wisconsin-Milwaukee

1

Collecting Intelligence to Inform Marketing  
and Recruiting Strategies

2

Emerging Examples of Faculty-Informed “Outcomes Marketing”

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# Investing at the Extremes

## Marketing Channel Strategies



### Fear of Divesting

Tendency to adopt the “path of least resistance” and default to past precedent to dictate marketing mix



**Miss Out on Opportunities to Reallocate Funding to More Effective Channels**

### Eager to Capture “Silver Bullet”

Hype and buzz (e.g. latest social media platform) drives over-investment in new channels without proven results



**Wasted Marketing Budgets and Staff Time on Unsuccessful Channels**



### Culture of Experimentation

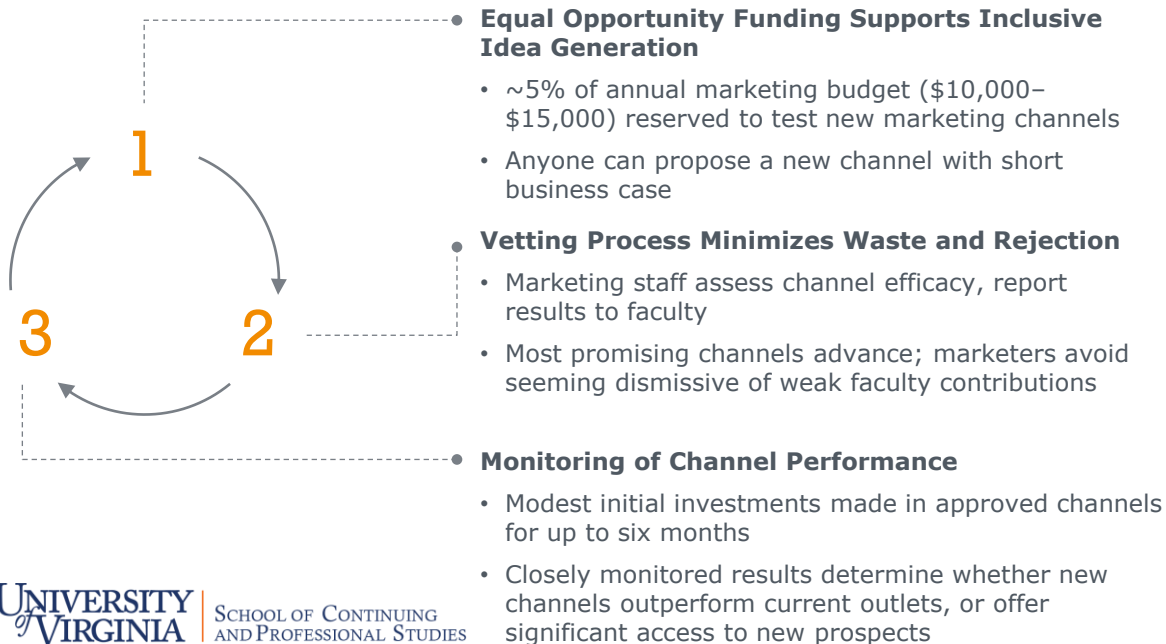
“Marketers feel the pressures, and in some cases understand what they should do, but lack the confidence that they will succeed. They’re anxious about understanding ahead of time what makes for good creative and smart digital strategies, managing complexity, and measuring real impact. Plus, so much of marketing today is a moving target. **You have to get in there and play and learn. The challenge is getting comfortable with risks. Set aside a portion of budget – 10-20% – and really try new things.**”

*David Edelman  
Global Co-Leader, McKinsey Digital,  
McKinsey & Company*



# A Measured Approach to Experimentation

## Dollars Earmarked to Check Faculty (and Marketer) Assumptions



# Rightsizing Investment in the Portfolio

## Two Case Studies Highlight Benefits of Experimentation




### Failing Fast Prevents Further Investment

- Outreach manager suggested unit-level marketing on statewide military websites and publications
- Business case proves opportunity to generate new leads with new audience



- Marketing team invests \$5k over 6 months
- Closely monitors web traffic and lead generation



 Low lead quality and conversion rates from publication end test after six months




### Incremental Funding After Channel Proves Effective

- Local professional organization journal represents promising new marketing channel for HR Management Degree
- But sales vendor proposes full service investment of \$20,000



- \$1,500 invested in print for six months
- Additional \$3,000 invested in digital after print ads met or exceeded performance of other channels



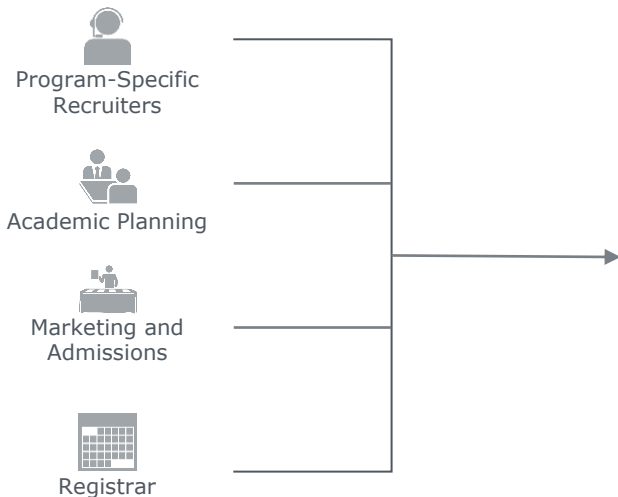
 Successful tests lead to sustaining \$5k investment from primary marketing budget



# Gleaning Insights from Inquiries

## Reoccurring Focus Groups Offer Holistic Insights and Solutions

### Cross-Functional Focus Group...



- Participants nominated by departments
- Meets quarterly for interactive sessions
- Moderated by Director of Marketing for Continuing Education

### ...Answers Up-At-Night COE Questions

- 1 *What are the background and motivations of our current and existing students?*
- 2 *What marketing channels are driving the most interest from our prospects?*
- 3 *What topics are students interested in that existing programs don't cover?*



# Interactive Sessions Mine Intelligence



## Open Questions

## Activity

## Output

**1** What are the background and motivations of our current and existing students?



Facilitated brainstorming to identify prospective student motivations based on inquiries



- Develop common student personas and qualities
- Strategies for diagnosing interests and pitching programs to prospects

**2** What marketing channels are driving the most interest from our prospects?



Review of current strategies and channels



- Identified most promising channels
- Developed strategies to improve existing usage

**3** What topics are students interested in that existing programs don't cover?



"Create a new class" hackathon to surface new program opportunities based on student inquiries




- Submitted proposals for new programs that address unmet demand
- Designed handbook to better cross-sell and redirect prospects



# Application to Graduate Serves Double Duty

## Nudging Students When Most Receptive



**Brandeis University**  
Graduate Professional Studies

**Application to Graduate**

Congratulations Sarah!

▶ Select Graduation Term:  
Term ▼

▶ Select Graduation Date:  
Date ▼

▶ **Please Complete the Following Questions:**

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### Convenient

Student already on website



### Captive Audience

No additional requests post-graduation









### Reveals Opportunities for Program Development

Bioinformatics program added Java course requirement following student reports

## ...Yields Actionable Input

- *How likely are you to recommend this program to a friend?*
- *What were your goals when enrolling in the program?*
- *How often do you use the following:*

	> Once/Day	Once/Day	Weekly	Monthly
 Facebook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 LinkedIn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Twitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Pandora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Instagram	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 Snapchat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Co-Designing the Next Step

## Student Input Informs Next Course Syllabus and Stackable Certificate

### Current Student Focus Groups



What additional training or development will you need as you progress in your career?



How could this course be improved to better meet your professional goals?



Does this program need to be modified to more directly align with your industry?

### Success in Bolstering Enrollments for Flagship and New Course



#### Frontline Supervisor Skills

- Flagship course
- Focus group feedback used to modify content and format



#### Managerial Effectiveness

- New course designed for stackable certificate
- Addresses new challenges in career progression

**Management Certificate Program**

**LSU**

**Continuing Education**

**280%**

Increase in enrollments  
FY12-FY13

# Distracted From Highest-Impact Opportunities

## Historical Performance Provides Inadequate Guide for Investment



### High Performers

- Capacity issues may limit further growth
- May have already achieved “piece of the pie”
- Diminishing returns on continued investment



### Slow Growth Programs

- Programs with high-growth potential, but unremarkable enrollments
- Opportunities to assess future demand and position programs for strategic investment



### Low Performers

- Marketing investment can't compensate for low market or student demand
- Options to divest in floundering programs disregarded

### The Missing Ingredients: Science and Art

- 1** Methodology to solicit external and internal insights and determine investment opportunity

- 2** Responsive mechanism to allocate marketing budget across portfolio to reflect growth potential

# Surfacing Slow Growth, High-Potential Programs

## Transparent Program Comparisons Reveal Hidden Opportunities

Program	Avg. Apps/Year	App Growth	Conversion Rate	Avg. Inquiries /Year	Yield Rate	Retention Rate	Active Students	Avg. Annual Revenue/ Student	Annual Gross Revenue
Program 1	254	57%	34%	738	81%	90%	451	\$ 7,549	\$ 3,405,026
Program 2	215	54%	49%	440	71%	88%	424	\$ 7,418	\$ 3,145,395
Program 3	120	90%	27%	464	77%	90%	271	\$ 9,419	\$ 2,552,591
Program 4	87	10%	29%	302	77%	84%	135	\$ 7,570	\$ 1,021,956
Program 5	44	63%	17%	264	72%	83%	70	\$ 7,044	\$ 493,136
Program 6	27	-7%	17%	165	69%	85%	30	\$ 8,876	\$ 266,298
Program 7	24	-26%	25%	94	68%	79%	29	\$ 7,448	\$ 216,016
Program 8	20	0%	14%	145	78%	75%	28	\$ 5,450	\$ 152,624



Nuanced assessment of portfolio strengths and weaknesses



Diplomatic communication of performance



Spurs conversations on opportunities to grow or sunset programs

### Assessment Tool Characteristics

- Compares programs across the portfolio
- Solidifies internal benchmarks to guide future performance assessments
- Provides measure of individual program performance from an enrollment management lens



**Northeastern University**  
College of Professional Studies

# One Part Science

## Externally Focused Market Research Determines Industry Attractiveness <sup>3</sup>

Variable	Why They Chose It	Data Source
<b>J: # of Jobs in Given Year</b>	Forecast program growth potential	Burning Glass Labor/Insight™
<b>G: % of Jobs Mentioning Master's</b>		
<b>L: Jobs Location</b>		
<b>V: Volume/Market Size</b>	Estimate current/potential program market size	Burning Glass Labor/Insight™ BLS
<b>P: Pay</b>	Assess earning potential in field	
<b>MG: Market Growth <sup>2</sup></b>	Forecast program growth potential	BLS
<b>M: % of Master's in the Field</b>		IPEDS
<b>D: Master's Degree Output</b>		Web Analytics
<b>S: Demand</b>	Estimate current student demand	Web Analytics
<b>C: Reputation/Competition</b>	Emphasize competitive advantages and identify opportunities for differentiation	Program and Institutional Rankings

1

**1** Broad range of variables capture holistic measure of market opportunity

**2** Future-oriented perspective accounts for growth potential and avoids wasted investment on doomed programs

**3** Weighted algorithm<sup>1</sup> assigns each program a market opportunity and growth potential score



GEORGETOWN UNIVERSITY  
School of Continuing Studies

1)  $0.11*V + 0.14*J/D + 0.13*(G-M) + 0.05*MG + 0.14*P + 0.21*S + 0.11*L + 0.11*C$

## Internally-Focused Qualitative Analysis Determines Business Unit Strength

Variable	Why They Chose It	Data Source
<b>Brand Equity</b>	Identify unique program strengths, value propositions, and opportunities for further development	Program Leadership interviews Employer interviews Current and prospective student interviews Industry awards, rankings, social media activity. Word-of-mouth feedback from admitted students
<b>Program Maturity</b>	Calibrates marketing spend based on market awareness of program	Historical knowledge Program Leadership interviews
<b>Capacity</b>	Forecast program growth potential	
<b>Fit with Location</b>	Hones marketing messages based on local industry needs	Knowledge of alignment between strengths of Institution and Geographic Location
<b>Distribution Channel Access</b>	Estimate financial barriers to effective program promotion	Program Leadership interviews Marketing channel results evaluation

**1**

Broad range of variables capture multi-faceted picture of program strength

**2**

Multiple qualitative data sources and inputs ensure holistic assessment of program opportunity

**3**

Program Leadership interviews bring academic partners to the discussion and mines unique insights

# Five Additional Areas of Calibration



## Cost to Access Target Audience

Saturated markets necessitate higher marketing spend



## Efficacy of Traditional Strategies

Word of mouth success merits divestment from more expensive channels



## Maturity of Credential

Newer programs require greater investment to build awareness



## Recent Program Modifications

Major changes to modality, schedule, or content require investment to reeducate the market



## Organizational Mission

Certain programs with low market demand may align with mission and require additional support

“*We’ve continued to tweak our current model over and over again, since original designs didn’t incorporate the level of nuance that we knew we needed. Algorithms and number crunching are great, but marketers can and should still bring their knowledge and expertise to bear on this process.*”

-Chief Strategy and Communications Officer

# Prioritizing Investments Across the Portfolio

Process Aligns to Annual Budget Cycle to Determine Marketing Allocation

		Business Unit Strengths		
		High	Medium	Low
Industry Attractiveness	High	Programs A, B	Programs C, D, E	Programs F, G, H
	Medium		Programs I, J, K, L	Programs M, N, O
	Low	Program P	Programs Q, R, S	Program T

■ Grow (5%)  
■ Maintain (4%)  
■ Manage (3%)

Percentage of projected gross revenue to be reinvested in marketing

**Program T Case Study**

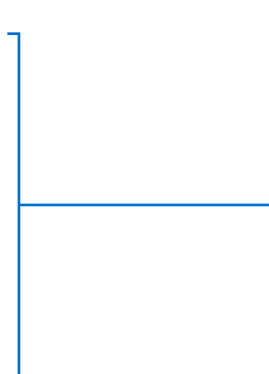
- Process revealed 3-year-old program with **little potential** to grow

50%

↓

**decrease** in marketing investment\*

- Funding **reallocated** to high-growth potential programs
- \*Decrease from initial start-up investment level of spend



1

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Emerging Examples of Faculty-Informed  
“Outcomes Marketing”

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## Expanding Our Definition of “Outcomes”

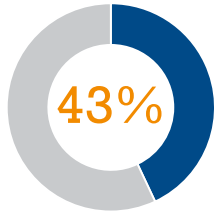
**Outcomes marketing** uses messages that provide evidence to prospective students of the tangible benefits of a program offering through:

- Labor market demand that demonstrates opportunities in a field of study (e.g., available job openings, expected job growth, average earnings by position)
- Success and validation of graduates (e.g., student testimonials, quantitative placement data, ratings and reviews, program rankings)

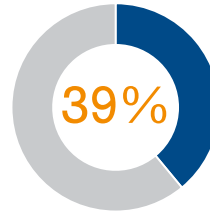
# Despite Intentions, Career Change Barriers Persist

## Common Obstacles Prevent Action

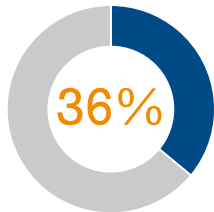
### Most Commonly Reported Barriers to Career Change



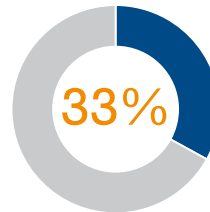
Lack of financial security



Uncertainty what career to choose



Lack adequate education or experience

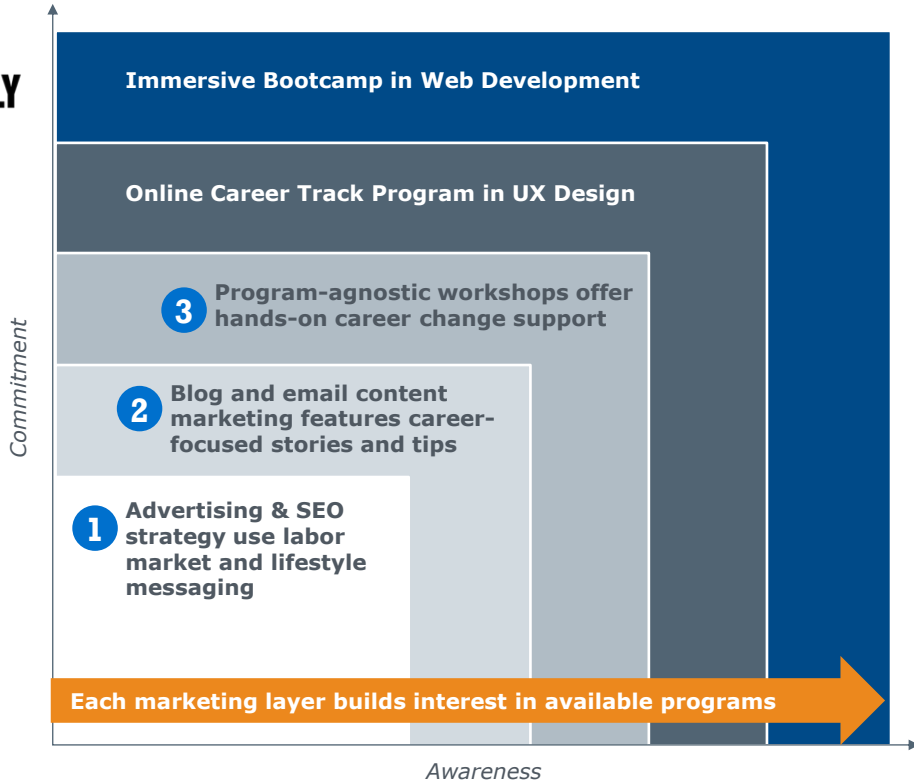


Feel too old or advanced in current position

# Generating Interest from Passive Career Changers



Content Creates Value Without Ever Mentioning a Program



# Triggering Emotional Drivers of Change

Create Ads that Prospects Won't Block

Facebook Promoted Posts Integrate Useful Content

**1**  **General Assembly**  
58 mins · 🌐

A four-step plan to ensure you're making what you deserve. But first, figure out what you should be earning.



**Underpaid? How to Find Out What You Should Be Making (& Make it) -**  
Underpaid? Here's how to find out if your salary is competitive and what to do to earn more.  
[HTTP://GA.CO/2BDII79](http://GA.CO/2BDII79)

 **General Assembly**  
October 21 at 10:46am · 🌐

As many as 71% of millennials have mentally "checked out" on their job. Why it's more important than ever to find meaningful work.



**Millennials Hate Their Jobs Even More Than You Do**  
High percentage is "actively disengaged" at work.  
TIME.COM

## Key Elements

### Emotional Appeal

Ad copy speaks to target audience motivations

### Program Agnostic

Advertisements offer interesting and useful content, rather than promote specific programs

### Wide Applicability

Advertisements target broad psychographic and demographic profiles

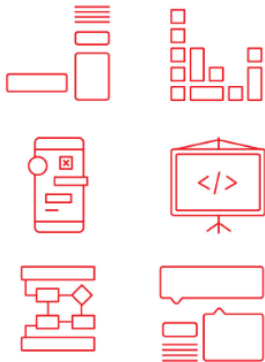
# Connecting Initial Interest to Useful Content

Blog and Email Content Compel Further Exploration

## “It Starts with Yes” Campaign and Blog

2

eBOOK



### BEGINNER'S GUIDE TO TECH JOBS

Want a career in tech but not sure where to begin? We created an eBook with HubSpot, Indeed, and Network After Work to give you a look at the many possible career paths.

ARTICLE



#### Discover Your Dream Career

It's not just about doing what you love – there's way more to it. Learn how to build yours.

ARTICLE



#### Craft The Perfect Elevator Pitch

Create your elevator pitch to use the next time you're asked, “So, what do you do?”

VIDEO



#### The Right Way To Change Careers

Changing careers doesn't have to be a crisis. Learn how to navigate the move fearlessly.

ARTICLE



#### Should You Hire Career Changers?

According to some, companies benefit from actively hiring career changers. But why?

## Key Elements

### Educational

Broad primers on available tech positions from experts in the field

### Immediately Useful

Actionable tips for successfully networking, preparing, applying, and interviewing for tech positions

### Repurposeable

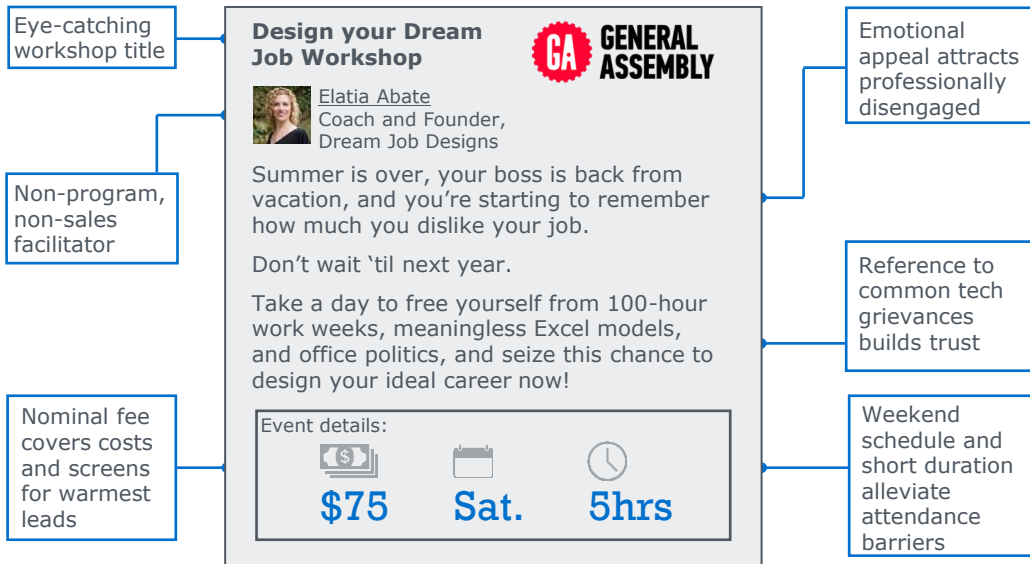
Numerous content tags and related sub-publications (e.g., interview, makers, coding) allows the blog to serve a widely diverse audience

# Offering a Low-Commitment Next Step

## Program Agnostic Events Surface Warm but Undecided Leads

### 3 Emotional Appeals to Career Aspirations Over Program Promotion

*Sample Workshop for Aspiring Career Changers*



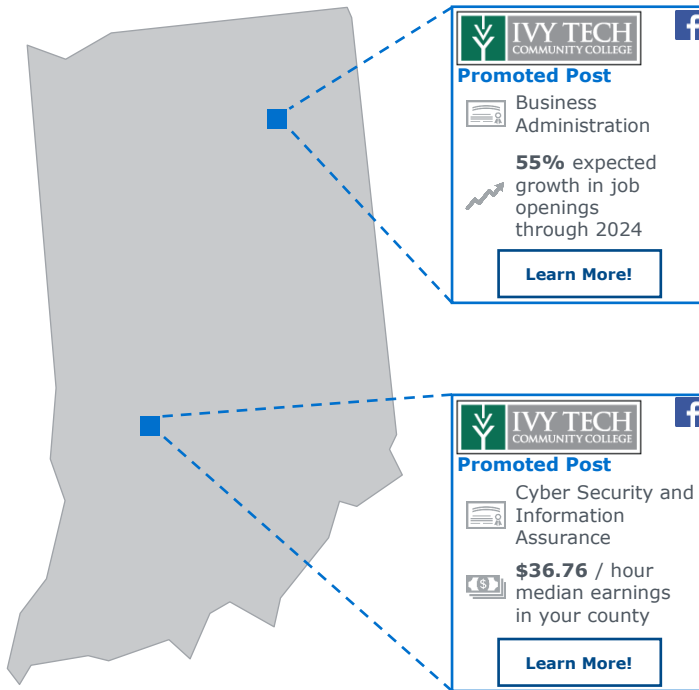
## A Question of Messaging

“Most bootcamp providers aren’t doing anything much more innovative than higher education. Their career support and other services aren’t necessarily better, and colleges and universities are even starting to create their own short, intensive programs. All bootcamp providers do is use their marketing to speak in terms that their students understand: career change, advancement, and earning potential.”

*Jonathan Lau  
Founder, Switchup.org*

# Achieving Personalization at Scale

## Geotargeted Ads Highlight Relevant Career Opportunities



**IVY TECH**  
COMMUNITY COLLEGE

**Promoted Post**

Business Administration

**55%** expected growth in job openings through 2024

[Learn More!](#)

**IVY TECH**  
COMMUNITY COLLEGE


**Promoted Post**


Cyber Security and Information Assurance


**\$36.76** / hour median earnings in your county


[Learn More!](#)

### Triggering Interest from Underemployed

 Geotargeted advertisements highlight relevant local labor market data

 Educational ads highlight career, not program, opportunities

 Social media promoted posts allow for further segmentation based on desired demographic parameters

 Labor market data infused in print collateral, website, and program pages to create fully integrated, multi-channel marketing campaign

# Reversing Declining Enrollments

## Multi-channel Campaign Resonates with Career Starters

### Enrollments

15%

Savings on cost per application

4%

Overall growth in enrollments despite industry-wide declines



### Marketing

- Geo- and demographic targeting increases awareness of all programs within discipline area
- Personalization decreases wasteful spending

### Prospects

- Captures interest from prospects not actively searching for programs or considering further education
- Provides valuable information to compare potential and current earnings

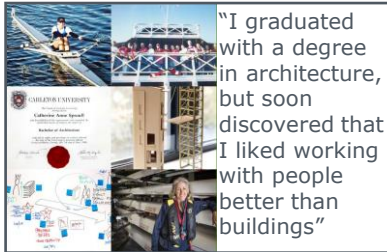
# The Art of Storytelling

## Simplified Stories Build Credibility

### “See Anne’s Story”

*Excerpts from a full eight-slide series*

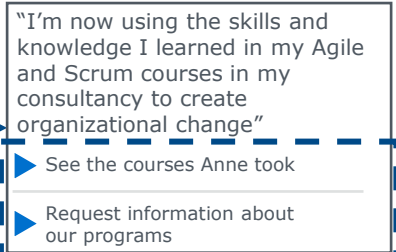

 THE UNIVERSITY OF BRITISH COLUMBIA  
**Continuing Studies**



“I graduated with a degree in architecture, but soon discovered that I liked working with people better than buildings”



“Our instructors were outstanding and made Agile and Scrum principles accessible”



“I’m now using the skills and knowledge I learned in my Agile and Scrum courses in my consultancy to create organizational change”

- ▶ See the courses Anne took

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- ▶ Request information about our programs

## Key Testimonial Attributes



Text- and photo-based content visually appealing, easily consumable, and relatively low cost



Testimonial subjects reflect the prospective student segments that marketing hopes to attract



Variety of professional and personal photos builds credibility and trust



Prominent placement on homepage and enrollment pages validate prospect decision making



Precise and succinct storytelling describes students’ goals and how UBC helped them achieve those

# Harness Student Value Stories

## Key Takeaway

*Provide proof of program value by sharing student value stories to demonstrate authentic, reliable outcomes that connect to defined student personas as prospects independently build and prioritize their consideration set.*

## Nine Questions to Validate Prospect Enrollment Decisions



### Aim for Authenticity



### Deliver at High-Impact Moments



### Monitor Student Experience

- 1 Does social proof content foster an emotional connection?
- 2 Are reviews and testimonials believable and relatable to students we serve?
- 3 Does content include photos and/or other multimedia material?
- 4 Does positive social proof appear prominently on program pages?
- 5 Are we employing those messages close to the enrollment decision point?
- 6 Does each program serve a clearly identified persona?
- 7 Do we have insight into our students' pain points?
- 8 Are students reviewing our programs on social media?
- 9 Are we actively monitoring our online brand?



EAB

Education Advisory Board

2445 M Street NW, Washington DC 20037

P 202.266.6400 | F 202.266.5700 | [eab.com](http://eab.com)