

2021-2022

RECRUITMENT MARKETING CAMPAIGN

INTEGRATED MARKETING COMMUNICATIONS STRATEGY

Our strategy utilizes the following to build the inquiry side of the funnel:

- Digital advertising (native, video and retargeting) based on identified personas
- Social media (organic and paid)
- Paid lists (email marketing)
- Opt in forms on website (more info, info sessions, questions, program guide)
- Recruitment events (both in-person and virtual info sessions, one-on-one phone calls/meetings)
- Word of mouth with stakeholders (specifically field agency, community partners and feeder schools)

Once identified as **qualified leads** (moving from suspect to inquiry identified through an action) and depending on their specific action/engagement, these prospective students are placed in the appropriate funnel stage, which then triggers **continuous targeted communications** through email, phone, events and direct mail designed to guide these qualified leads from prospect to enrolled.

This **continuously optimized, researched plan** is designed to identify individuals **actively seeking** secondary education in social work or related field and guide them through the stages of the recruitment funnel with **targeted communications** that provide guidance that is **personalized** and helpful in their educational journey.

RECRUITMENT FUNNEL

We identify the various stages of our MSW and PhD recruitment funnel as:

- Inquiry
- Appointment Scheduled
- Appointment Attended
- Application Started
- Application Submitted
- Admitted
- Accepted Admission (MSW seat fee paid notated in a field)
- Enrolled First Term
- Student Attended First Term
- Lost

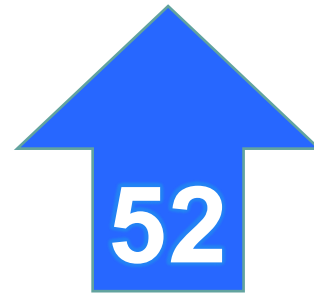
BSW recruitment funnel follows Admissions' funnel

ASSESSMENT

- Goals are set based on specific targets (measurable objectives) we want to reach in order to meet our overall enrollment growth goal. We set each measurable objective by working backwards through each funnel stage based on historical data.
- 2020-21 recruitment cycle focus was to increase inquiries, applications and offers accepted. Therefore, if these areas increased, admitted offers remained stable, enrollment would increase.

2020 20th Day = 520

2021 Count as of 8-3-21 = 572



27 are BSWs

27 are MSWs

2 decrease in PhD students
due to graduation

203 newly enrolled MSWs - 72% yield

14% increase in BSW enrollment headcount from last year

9% increase in MSW enrollment headcount from last year

LIMITATIONS

It has always been difficult obtaining accurate and reliable data. Moving to Hubspot this year was the first full year to even have access to some of this information on the graduate side. It still proved difficult, since we didn't own the system.

ASSESSMENT

- Goals are set based on specific targets (measurable objectives) we want to reach in order to meet our overall enrollment growth goal. We set each measurable objective by working backwards through each funnel stage based on historical data.
- 2020-21 recruitment cycle focus was to increase inquires, applications and offers accepted. Therefore, if these areas increased, admitted offers remained stable, enrollment would increase.
 - BSW freshman admits up 29% and transfer admits up 30%
 - Enrolled at this time last year, we are up 52%, we are up in deposits, NSO registered and attended.
 - MSW 2020 vs as of today 2021 - Applications, Admits and Enrolled remained flat
 - We had an admit rate of 91% both years
 - We had a yield rate of around 70% both years

LIMITATIONS

Which reports are accurate to gather this data. New reports that are mapped to the KU Strategic Plan don't seem to be pulling accurate data. Need easy to run reports as part of our dashboard that are set up specifically for the School not KU or Enrollment Management.

ASSESSMENT

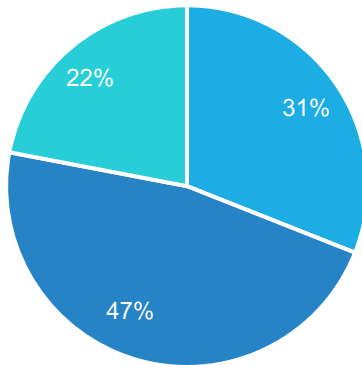
- Recruitment Plan tactics and tracking
 - Top source for new inquiries came from our digital ads which directed students to our degree landing page – this was true for KULC and KUEC.
 - Also, 50% of our enrolled students attended a general information session or 1:1 meeting with Ashley/Amea.
- Admission Changes
 - At the undergraduate level, we worked with Admissions due to the test-optional changes. We allowed students with a 3.0 GPA as opposed to the assured admissions criteria to be admitted to the School.
 - At the Graduate level, Georgiana Spear, worked to streamline our admission process. We established auto-admit criteria and worked to tighten-up and shorten the turn-around time from application to decision.
 - We also took advantage of the new process offered by Graduate Admissions for KU undergraduates applying to KU graduate programs.
- Our number of full-time vs. part-time students increased this year and, anecdotally, we think it's a result of Covid and course format. Last year with the ever changing restrictions and course deliveries, students were unsure. This year they *feel* better.
- There were no changes to enrollment processes and advisors did outreach working with students as they always have.
- Awareness about degree due to what has been going on around the world regarding social justice, environmental issues, Covid, etc.
 - People are “searching” online and our digital ads are reaching them.
 - Also, the Dean established an emergency fund for students affected by Covid, and we were able to help students financially which helped keep students enrolled and working toward a degree.
- We do anticipate more enrollments – we will see new undergraduates enroll in August
- We are admitting a new PhD cohort which we did not last year

**ANALYSIS OF 2020-21 MSW
PLAN GUIDES CHANGES
FOR 2021-22 MSW PLAN.**

Lawrence and Pittsburg Movement through Funnel

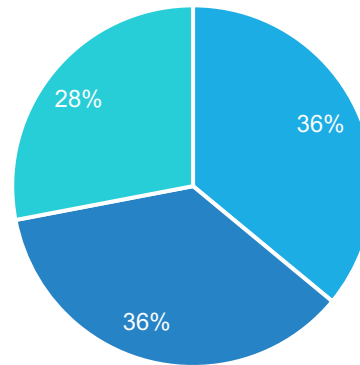
- Lawrence had 335 prospective students in the Pipeline
- Pittsburg had 95 prospective students in the Pipeline

Breakdown of Lawrence Pipeline All Deal Stages



■ Inquiry ■ Took an action but didn't enroll ■ Enrolled

Breakdown of Pittsburg Pipeline by all Deal Stages



■ Inquiry ■ Took an action but didn't enroll ■ Enrolled

EXPLANATION

Inquiry = a person who inquired, but then never decided to take action

Took an action but didn't enroll = a person who moved through the pipeline and ended up in the middle between inquiry and enrolled or was determined lost (or not interested). Other areas of the pipeline include scheduled an appointment, attended an appointment, started an application, submitted an application, admitted, accepted admission or lost.

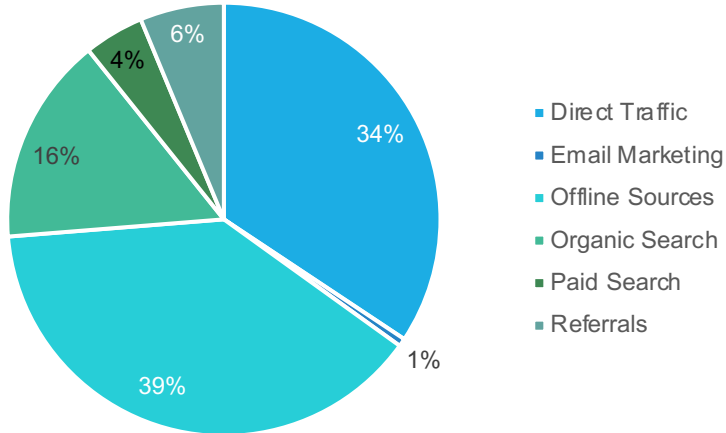
Note: for Lawrence this section was split 50/50 in appointment scheduled/attended and lost

Enrolled = a person who enrolled first term and/or attended 20th day.

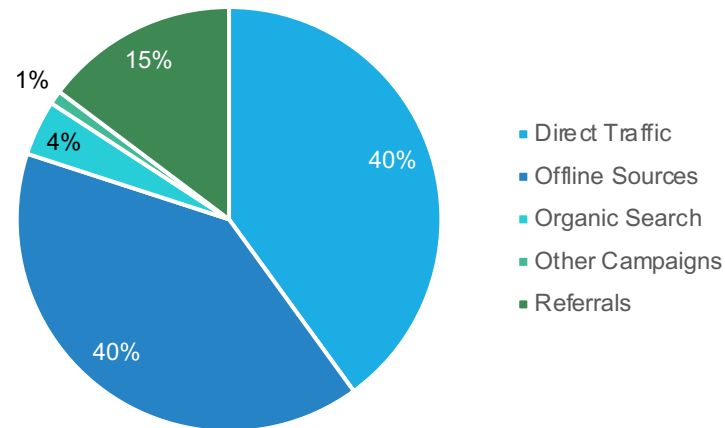
Original Sources for Lawrence and Pittsburg

- Each deal stage had a similar breakdown with Direct Traffic and Offline Sources making up the majority of the contacts
 - **Direct Traffic** = KUL efforts due to digital ads and Hubspot forms lead to greater traffic to School degree landing pages and School of Social Welfare webpages.
 - **Offline Sources** = Manual entry of KUL efforts, which was a combination of info sessions attendees, K. Humphrey's email and form, and movement from prospect (apps started and inquiry form) over to Hubspot

Original Source for Lawrence of all Deal Stages



Original Source for Pittsburg of all Deal Stages



EXPLANATION

Lawrence:

34% Direct Traffic – 89% of these prospective student leads were linked to Lawrence Multiview digital ads and CRM campaigns through Hubspot

39% Offline Sources – 80% of these prospective student leads were linked Lawrence marketing efforts of manual entry from info session/fairs, admit/prospect transfer and email/referrals

Pittsburg:

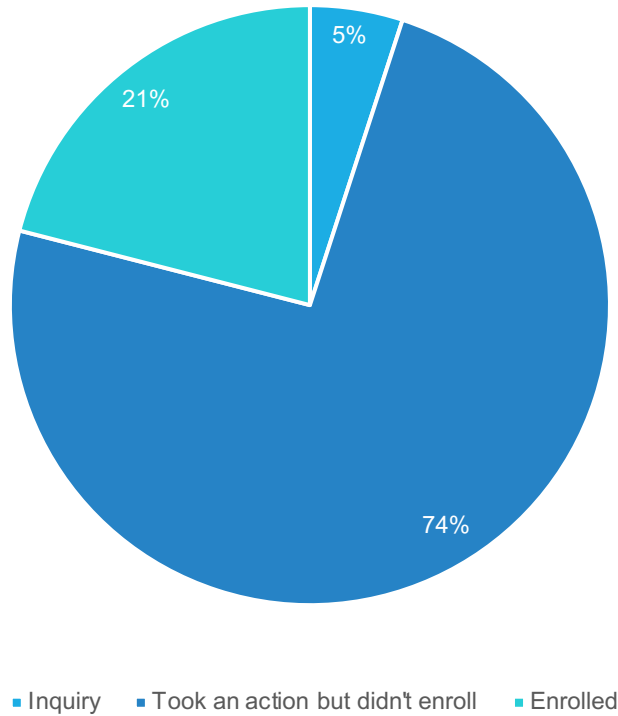
40% Direct Traffic – 86% of these prospective student leads were linked to Lawrence Multiview digital ads and CRM campaigns through Hubspot

40% Offline Sources – 97% of these prospective student leads were linked to CRM campaigns through Hubspot in coordination with K. Humphrey at Pittsburg

Edwards Movement through Funnel

- Edwards had 579 prospective students in the Pipeline

Breakdown of Edwards Pipeline All Deal Stages



EXPLANATION

Inquiry = a person who inquired, but then never decided to take action

Took an action but didn't enroll = a person who moved through the pipeline and ended up in the middle between inquiry and enrolled or was determined lost (or not interested). Other areas of the pipeline include scheduled an appointment, attended an appointment, started an application, submitted an application, admitted, accepted admission or lost.

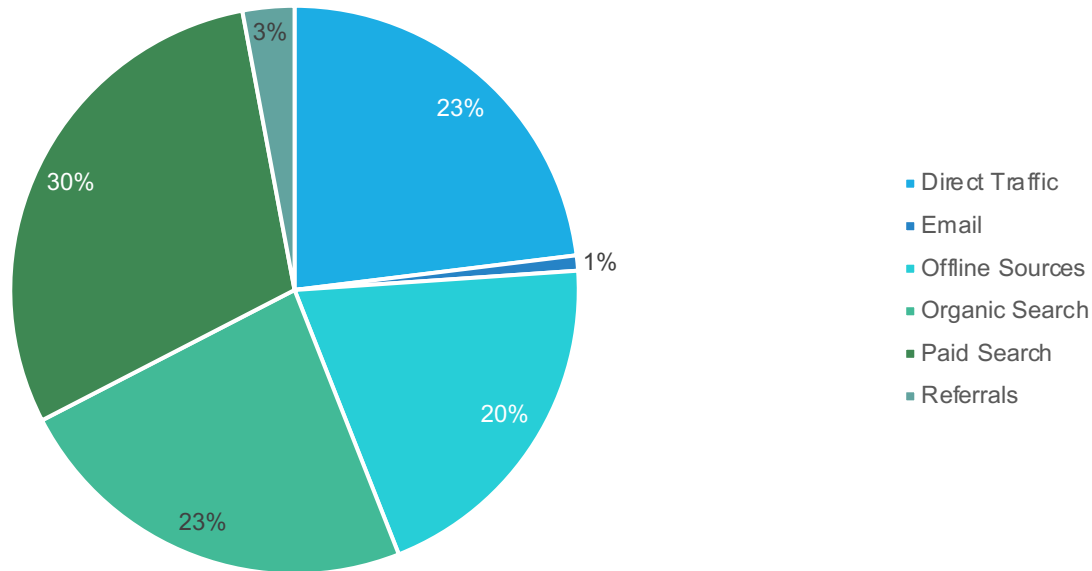
Note: Majority of the did not take action stayed in attended meeting or were moved to lost.

Enrolled = a person who enrolled first term and/or attended 20th day.

Original Sources for Edwards

- **Direct Traffic and Offline Sources** broke down similar to what was described earlier for Lawrence and Pittsburg
- **Paid Search** = in this instance, this is where Edwards Paid Digital Advertising is tracked. The School's digital advertising is tracked through the direct traffic link as an increase in traffic to this site, since it is not directly linked like Edwards Google advertising and Hubspot.

Breakdown of Edwards Prospective Students by Original Source



EXPLANATION

30% Paid Search –in this instance, this is where Edwards Paid Digital Advertising is tracked. Lawrence digital advertising is tracked through the direct traffic link as an increase in traffic to this site, since it is not directly linked like Edwards Google Ads in Hubspot.

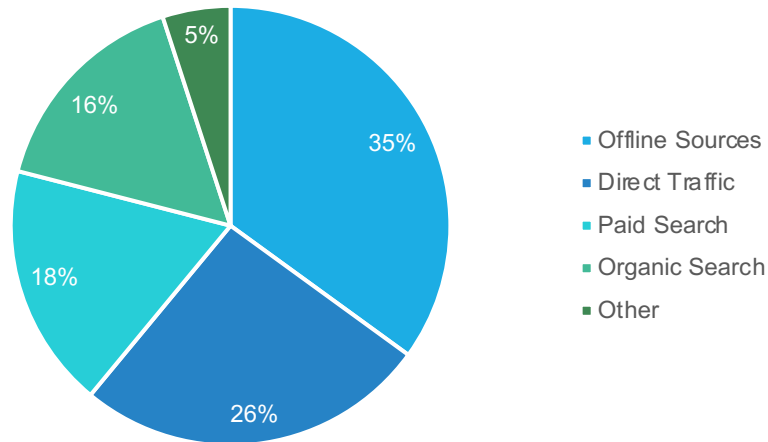
43% Direct Traffic and Offline Sources

- 76% of direct traffic of prospective students is linked to Lawrence digital advertising and CRM campaigns and traffic
- This traffic was also linked to School of Social Welfare degree landing page and school's homepage not KU Edwards Campus webpages and 24% of the offline sources was linked to Lawrence manual import through appointments, emails, and Grad Studies Prospect.

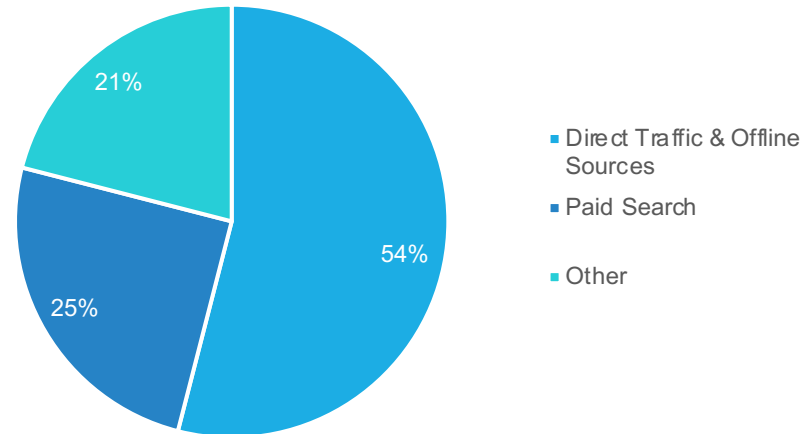
Enrolled

- All Campuses Enrolled (225 enrolled) & Original Source

Breakdown of enrolled by original source



Breakdown original source of meetings scheduled for unique prospective students



- Nearly 50% of those who enrolled attended a meeting
 - 64% of these meetings were individual meetings or info sessions with recruiters
 - 76% of all meetings (includes duplicates) were general info session gathering meetings
 - 44% of all the scheduled meetings came from prospective students through Lawrence digital advertising and CRM campaigns

EXPLANATION

35% Offline Sources – 77% of these students were linked to Lawrence marketing efforts of manual entry from info session/fairs, admit/prospect transfer and email/referrals

26% Direct Traffic – 80% of these students were linked to Lawrence marketing efforts of digital advertising and CRM campaigns

18% Paid Search – almost 100% of the paid search is Edwards Campus paid Google search campaigns

MORE SPECIFICS ON DIRECT TRAFFIC

- **Multiview**

- 404,303 impressions, 246,749 video views, 1,986 clicks, .49% Ave CTR
 - 2.75% CTR for Register by 4-1 for your MSW! Headline
 - 2.0% CTR for MSW Registration Ends 4-1!
 - .21% CTR for video – How to Transform Lives longer video
- View through conversions performing better than click through conversions – meaning someone viewed ad and within 30 days came back to the landing page
 - Best Performing Conversions: Traditional MSW – Curriculum EBR, Apply page load, Traditional MSW page load, Download program guide or filled out a form for more info, At a glance page load

- **Google Analytics - Campaigns**

- 115 sessions from Hubspot Prospect Campaign (unique URL used for Facebook Live recording) - 2.75 pageviews during one session, 3:26 minutes on the site, 56% bounce rate
- 57 sessions from Hubspot KUL Inquires 2020-2021 (unique URL used in email sent through Hubspot to inquiries from the previous year) - 2.24 pageviews during one session, 2:15 minutes on site, 65% bounce rate
- 61 sessions from Hubspot KUL-MSW Info Session (unique URL used in Facebook ad that ran throughout October) - 2.69 pageviews during one session, 6:59 minutes on the site, 59% bounce rate

RECAP OF THE HIGHLIGHTS

- Lawrence and Pittsburg
 - 31-36% of new leads stayed in inquiry
 - Almost half of the Lawrence leads moved to appointment attended/scheduled or lost
 - 36% of Pittsburg leads moved to appointment attended/scheduled or lost
- Edwards
 - 5% of new leads stayed in inquiry
 - 74% of new leads stayed in appointment scheduled/attended or lost
- All campuses converted little over 20% of new leads to enrolled
- 50% of enrolled attended a meeting with a recruiter & nearly half of these scheduled meetings were linked to Lawrence marketing efforts

SWOT ANALYSIS

STRENGTHS

- Renowned & Prominent in the Field
 - Fully accredited (since 1947 master's program and 1973 bachelor's program) comprehensive, premier research university (only university in the state offering BSW, MSW and PhD in social work)
 - Required continuous evaluation with CSWE. Annual review of 13 interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes
 - Ranked in the top 12% of public institution Social Work Graduate programs by U.S. News and World Report, making it the top ranked program and longest running program in Kansas
 - Faculty who are considered experts in the field and highly qualified network of instructors
 - Rich history in the creation of and a foundation in the Strengths Perspective
 - Large local, engaged alumni network (high involvement in field education as instructors/liasons) – 69% of the 9,357 alumni live in Kansas or Missouri
- Flexible, Innovative & Valuable
 - Offer variety and quality education: MSW offers clinical and macro concentrations, bachelor's program offers child welfare certificate, nearly 300 field placements for students to choose from, and it has been reported by graduates that half have received full-time employment after graduation at their field agency
 - Flexibility and convenience through multiple campus locations (Lawrence, Edwards Campus in Overland Park, Pittsburg), in-person, online, and hybrid class formats, and day, evening and weekend classes, two program formats and non-degree seeking options, part-time and full-time options, field flexibility
 - Robust programming creating unique experiences: Center for Teaching Excellence engaged faculty, service learning award, simulations and interactive courses, new curriculum that is reflective of community needs and designed to prepare students for the changing world of social work.

STRENGTHS

- Valuable
 - Added value opportunities Integrated Health Scholars Program, BSW and PhD student groups, Toni Johnson Scholars Program, Aging Scholars Program, field placements
 - Active Research Office with opportunity for BSW, MSW and PhD student-engaged research
 - Successful graduates: 97% of BSW graduates are employed or continuing their education after graduation, 85% of MSW graduates are employed or continuing their education after graduation, 94% of PhD graduates obtained university faculty or research positions.
 - Graduates exceed national licensure pass rates each year (LMSW 86% KU vs 74% National, LSCSW 78% KU vs 74% National)
 - Once licensed you can practice social work even as an BSW, which is different from other professions such as psychology
- Supported
 - Value and act on student input by continually asking for and providing space for students to give input through committee representation, events, and surveys.
 - Student support through advising & mentoring: all programs and field hold required orientations each year, 1:1 PhD mentoring, required academic advising for undergrads each semester (freshman admit), all students receive professional and faculty advising, 32,575 hours/year of individualized field practicum support = 93.4 hours/student/year, during spring 2020 transition to remote learning, faculty/staff reported providing an additional 8 hours/week in student support, Edwards success coach model
 - Offer additional support through training such as licensure prep, inter professional training opportunities

STRENGTHS

- Affordable
 - In-state tuition option for out of state students: MetroRate for KC Metro, Partnership Site In-state rate
 - Additional funding opportunities: scholars programs, emergency funding, GRA/GTA funding (four years guaranteed for PhD students), scholarships (\$555,012 scholarship funds were awarded)
- Focus on and dedication to DEI initiatives from the School but also the profession
 - DEI is a strategic priority and guiding principle
 - Developed new positions: Associate Dean for Diversity, Equity and Inclusion, DEI Coordinator, and Liaison to Native Communities, hired two new faculty who are affiliated with the newly relaunched Toni Johnson Center
 - Appointed DEI Workforce to review policies and procedures through DEI lens
 - Formed DEI council that includes faculty, staff and student representation
 - 100% of faculty and staff participate in DEI related committees and activities internally, at KU and throughout our communities
 - Toni Johnson Scholars Program
 - Vision of Justice campaign
 - Host and sponsor events focused on social justice (many events and presentations include an award or scholarship incentive to participate)

WEAKNESSES

- Faculty buyouts from teaching (highlight strengths of instructors)
- Lack of internal career services (highlight mentoring support and use of field education)
- Budget constraints and reductions (enrollment stays steady or increases when others are decreasing helps support the School's case for continued support)
- Annual giving numbers (increase awareness, reach and new target markets)
- Lack of alternative sources of funding (establish new ways to increase funding)
- Ability to achieve recruitment objectives given budget pressures and availability of resources
- Profession unknown among bachelor's (reach students at younger age and establish connections with social work values and incoming student interests)
- Family and life conflicts with rigorous class schedule (help student see possibilities)
- Multiple pressures and responsibilities placed on both faculty and staff
- Hard to communicate during a time of unknown and restrictions placed on School by KU administration
- Competing communications strategies and tactics
- Numerous systems that don't work together
- Understanding of roles and responsibilities of student services/marketing staff, how these roles relate to each other, and mutual respect
- Cost - most expensive in the state (in-state tuition options and scholarships)

OPPORTUNITIES

- New understanding about mental health, essential workers and the field due to the pandemic
- Growing number of prospective students interested in mental health and social justice related fields of study
- Potential donors wanting to give to a cause that assists with issues we face as a nation and the world: mental health and inequities
- By 2030, there will be a total shortfall of 195,000 social workers nationally
- Need for social workers especially in rural communities
- Increased School research in tribal and rural communities
- Targeting new audiences: digital advertising and paid social media
- Numerous community colleges in area
- No other program in Kansas offers PhD program in social work
- Large alumni network locally and high alumni engagement through field education
- Field practicum, in a typical year more than 200,000 total student volunteer hours each year through the students practicum experiences, which equals \$3.5-4M of social services volunteer hours contributed to the state of Kansas each year
- Increased inter professional partnerships through academics and research
- Increasing research productivity around serious societal needs and identifying the School as a leader in these spaces
- Transition to online learning and use of technology to create virtual spaces
- Teaching students to advocate for better salaries, change the narrative about social work salaries, they aren't as low as student's are led to believe. Depending on the industry salaries can range, social workers move up quickly, and the role continues to expand
- Tuition forgiveness programs for social work graduates and native students
- Bachelor change in admission standards

OPPORTUNITIES

- RNL January 2021 report (graduate school)
 - Indicates 13% increase in interest in social service area for graduate studies and 4% increase in counseling
 - Interest in accelerated classes if online or hybrid
 - Prefer movement through the program in a cohort and taking classes during the day, with the least amount of interest than in the past for evening classes
 - Prefer synchronous or asynchronous online class formats
 - Choose program based on program content: customizable opportunities to make experience unique – concentrations, specializations, projects, capstones
 - Other interests in choosing program: format, cost, positive career outcomes and positive university reputation
 - Rarely start search with visit, but instead look for information through digital ads, website, social (Facebook and LinkedIn top social accounts for those interested in Hybrid or Online programs) and filling out forms
 - Will click on ads for program details, watch a video or complete a form
 - Expect a response to an inquiry by personalized email, text or phone call within minutes or hours of the inquiry
 - Access materials through mobile more often than desktop (our google analytics proves that true for our audience too)
- Carnegie July 2021 Report (undergrad)
 - 55% believe campus visit is important in choosing a school (need robust visit experience)
 - 80% want to speak with a recruiter or current students (half haven't had a chance to do this) – nurture early
 - Increased need to speak with coaches and alumni in the last year
 - Expressed consistent messaging is key and express distinct value of program, human connection and emotional value
 - Prefer email, text, direct mail, digital ads or social direct message as preferred way to reach out

THREATS

- Access to resources (funding, technology) and data
- Budget cuts/budget model unknowns
- Salary reductions/fear of layoffs/centralization
- Uncertainty surrounding pandemic still exists
- Travel restrictions (researchers, faculty, PhD students, professional development, endowment, alumni relations)
- Recruitment events remaining virtual
- International students and delivery of classes
- Top-level, centralized messages and decisions not always best for School's needs
- How to keep morale up and a sense of community when all employees are working remotely or hybrid
- Communication with students, faculty, staff, partners when in-person activities are halted
- Uncertainty, unemployment, stock market decreases effects donors
- Increased enrollment means the School needs to increase agencies, faculty, number of classes, etc. on decreased budgets
- Board of Regents competitive university boundaries - Fort Hays State University
- Promise Act increasing community college enrollment
- Increasing competition and decreasing student body

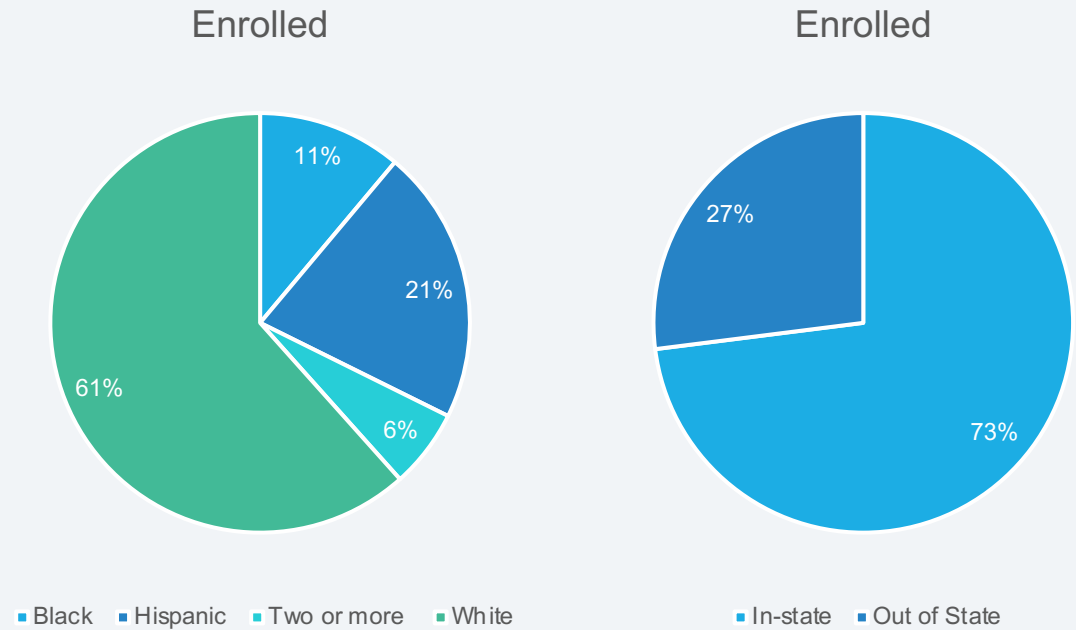
THREATS

- Carnegie July 2021 report for undergrads
 - Indicated 78% of incoming students are in need of financial aid, with the largest need coming from women and LatinX
 - Students who struggled the most during the pandemic got through the year, but GPA dropped
- RNL January 2021 report (graduate school)
 - More than 1/3 incoming students expect to hear about acceptance within one week of applying
 - More than 80% accept at the first institution to admit them
 - Prospective students are applying to 3 or more schools – more programs available and more options with online programs

STUDENT & APPLICANT DEMOGRAPHICS & PSYCHOGRAPHICS

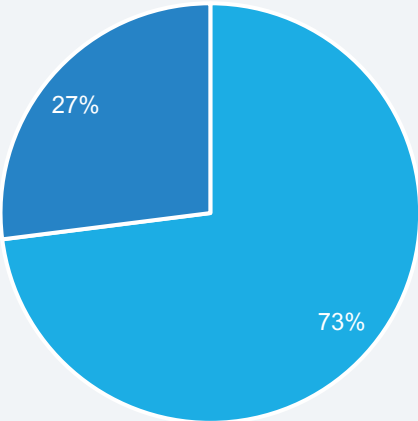
BSW APPLICANTS & ENROLLED AS OF 8-2-21

- Applied 220
 - 103 KS, 31 MO, 25 IL, 12 TX, 7 CO
- Admitted 203 (direct entry to school)
 - 146 Freshman up 29% from last year
 - 57 Transfers up 30% from last year
 - Transfer feeder school - JCCC
- NSO Registered 55
- NSO Attended 38
- Enrolled 70
 - 31% First Generation
 - 4% Rural
- Fall 2020 did not chose KU
 - Top 5 school's they chose - Colorado State, JCCC, K-state, Washburn, KCKCC



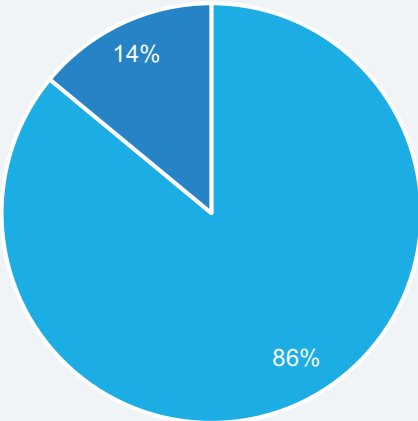
BSW 2020-2021 STUDENTS

Campus Breakdown



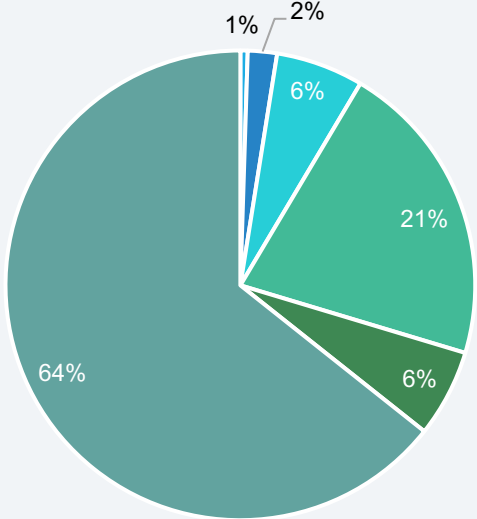
■ Lawrence Campus ■ Edwards Campus

Full-time vs Part-time



■ Full-time ■ Part-time

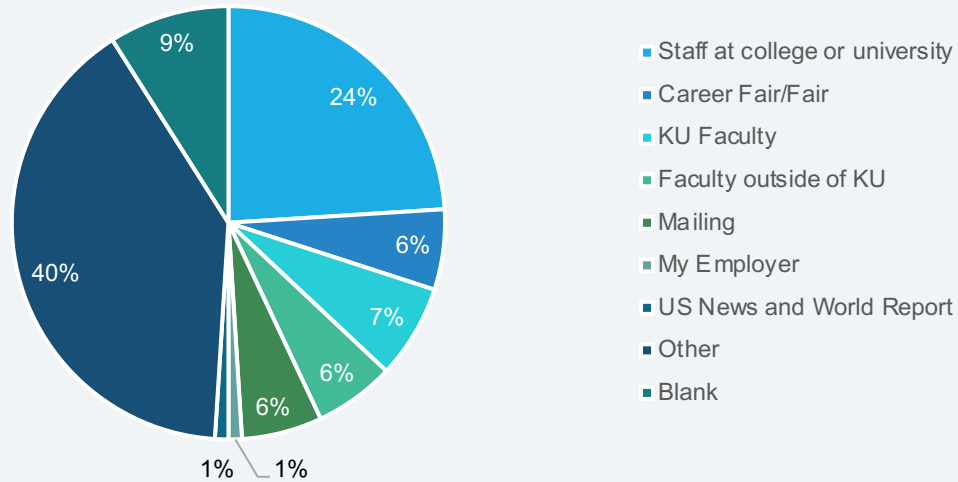
Ethnicity



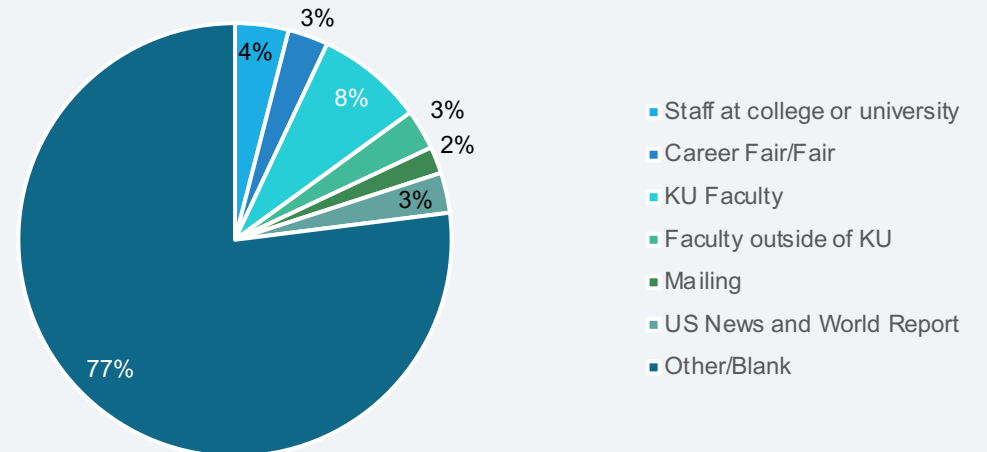
■ American Indian
■ Asian
■ Black
■ Hispanic
■ Two or more
■ White

MSW APPLICANTS

How did you hear about the School of Social Welfare
Advanced Standing

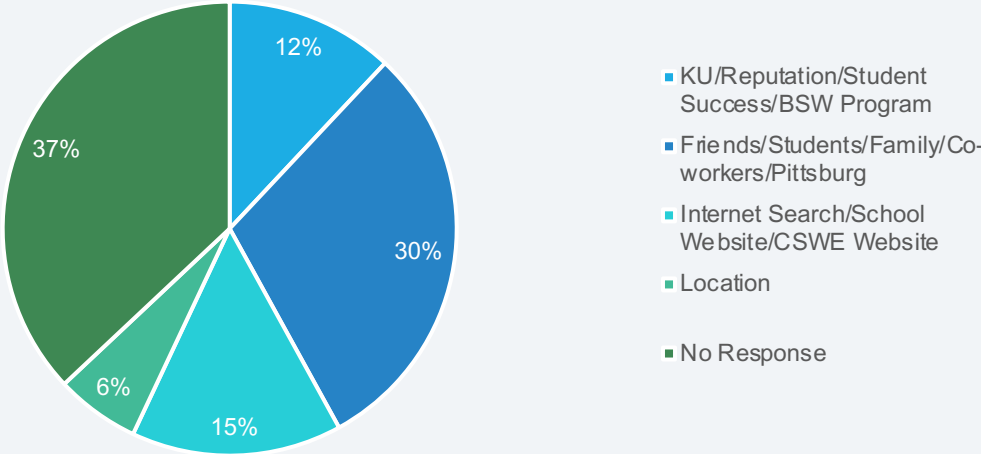


How did you hear about the School of Social Welfare
Traditional MSW

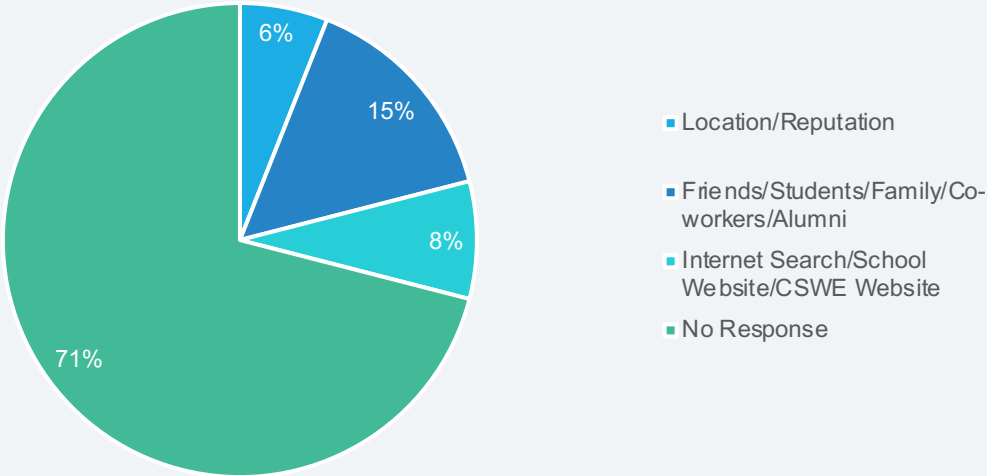


MSW APPLICANTS

Additional Responses for Other and Blank Categories
Advanced Standing

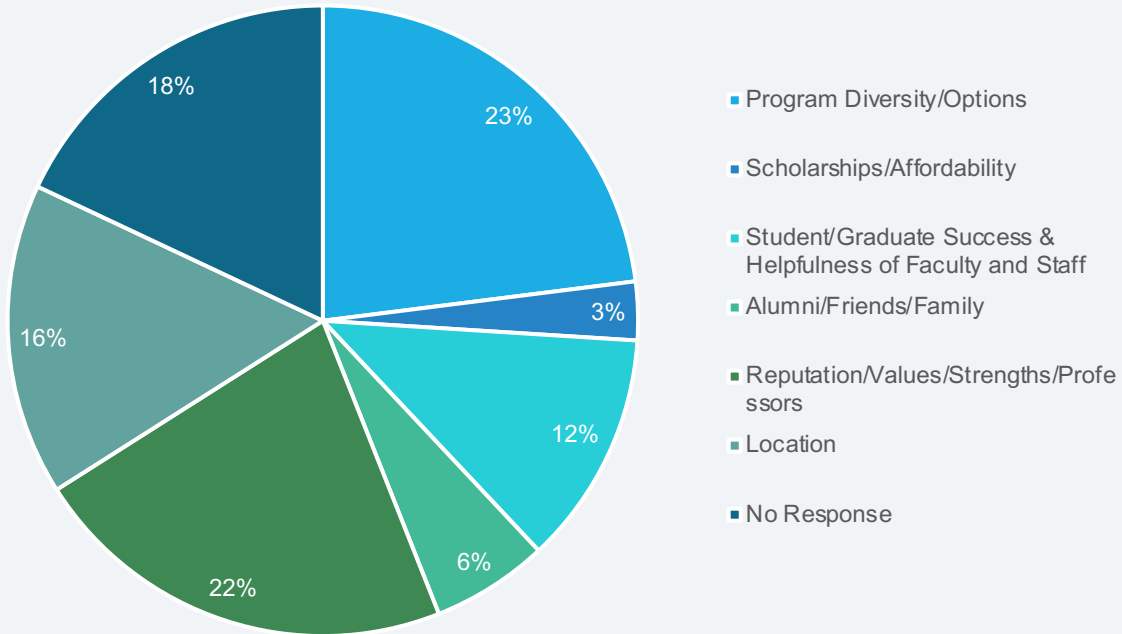


Additional Responses for Other and Blank Categories
Traditional MSW

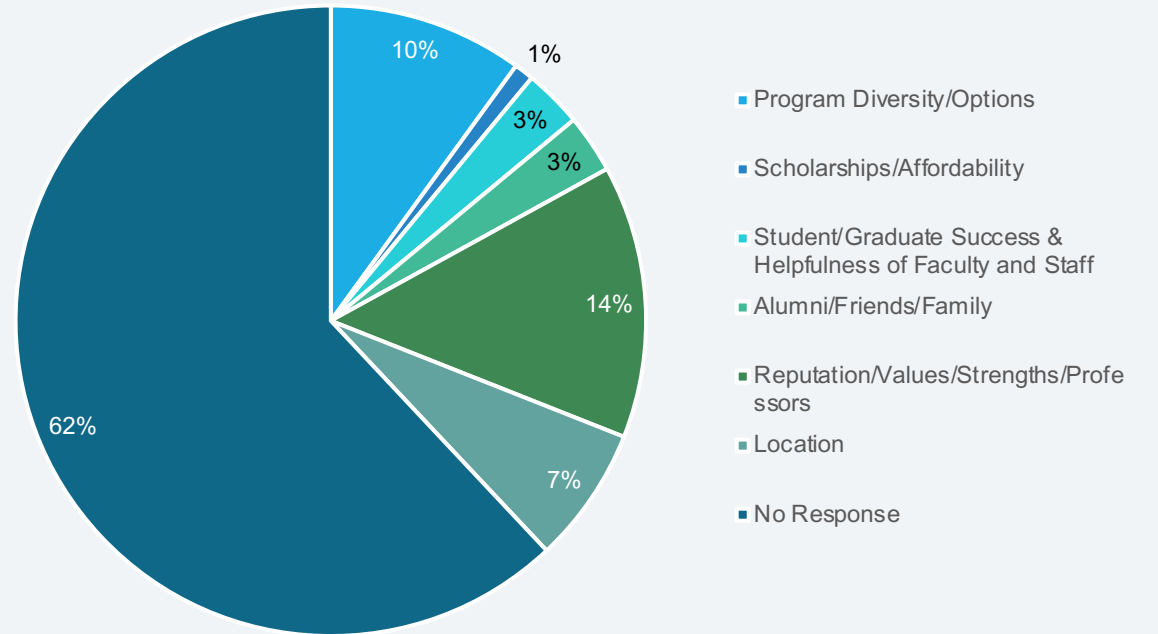


MSW APPLICANTS

Why KU?
Advanced Standing



Why KU?
Traditional MSW



MSW APPLICANTS

Why declined offer or didn't respond?

Advanced Standing: 15 Declines (13% of applications) or blanks

- Majority no response to why declining
- 1 going elsewhere
- 5 no longer interested/not right time/personal reasons

Traditional MSW: 61 Declines/Blanks (33% of all applications)

- Majority no response to why declining
- 9 going elsewhere
- 10 no longer interested/not the right time/personal reasons
- 3 financial/tuition

MSW APPLICANTS

Advanced Standing

Area of Interest

31% did not fill in their area of interest

First Choice

- 11% Mental Health/Behavioral Health
- 11% School Social Work

Second Choice

- 12% Children and Family Well-being
- 12% Mental Health/Behavioral Health
- 9% Health

Third Choice

- 7% Courts & Criminal Justice Services
- 7% Mental/Behavioral Health

Traditional MSW

Area of Interest

First Choice

- 28% Mental Health/Behavioral Health
- 15% Children and Family Well-being
- 12% Child Welfare
- 10% School Social Work

Second Choice

- 19% Mental Health/Behavioral Health
- 14% Children and Family Well-being
- 8% Child Welfare

Third Choice

- 9% Mental/Behavioral Health
- 8% Children and Family Well-being
- 7% each – Advocacy, Poverty, and School

MSW APPLICANTS

Advanced Standing

Population Ranking

31% did not fill in their population choices

First Choice for Population
31% chose children

Second Choice for Population
15% chose families

Third Choice for Population
21% chose families

Traditional MSW

Population Ranking

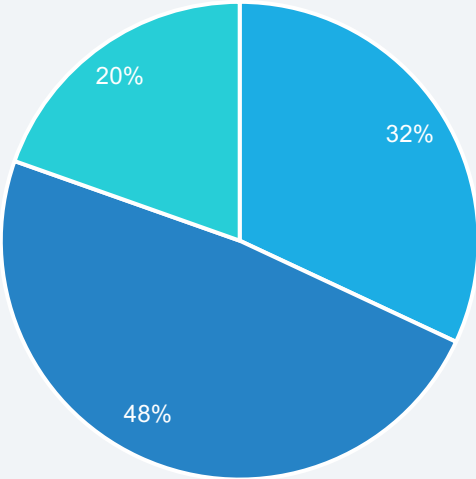
First Choice for Population
31% chose children
25% chose adults

Second Choice for Population
24% chose families
17% each chose children, transitional youth

Third Choice for Population
25% chose families
17% chose women

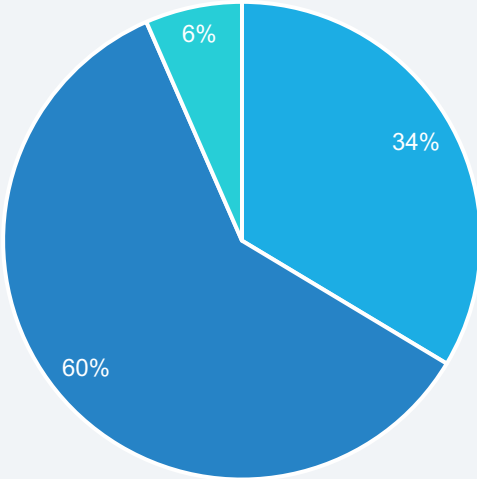
MSW APPLICANTS

Breakdown of students by campus
Advanced Standing



■ Lawrence ■ Edwards ■ Pittsburg

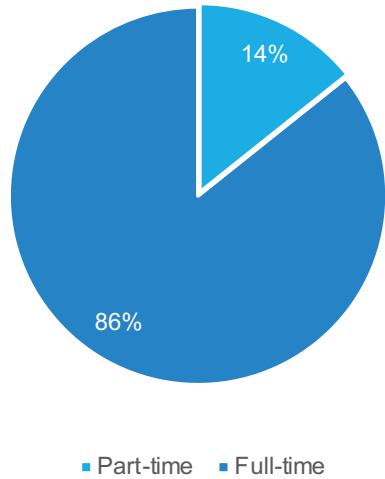
Breakdown of students by campus
Traditional MSW



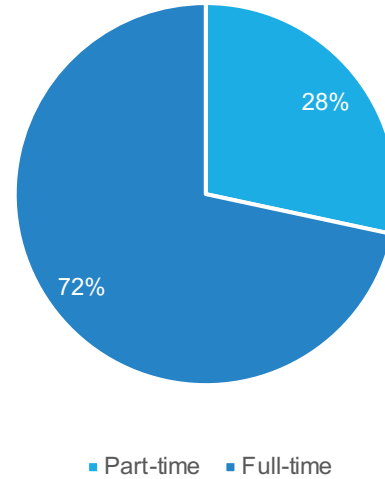
■ Lawrence ■ Edwards ■ Pittsburg

MSW Applicants

Part-time versus Full-time
Advanced Standing



Part-time versus Full-time
Traditional MSW



EXPLANATION

Advanced Standing

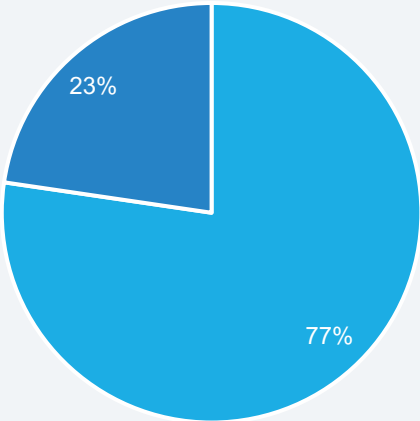
50% of the part-time applicants are at the Edwards Campus, 25% Lawrence, 25% Pittsburg

Traditional MSW

79% of the part-time applicants are at Edwards Campus, 21% Lawrence

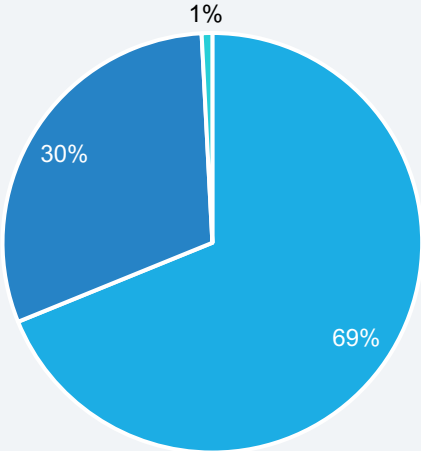
MSW APPLICANTS

Advanced Standing



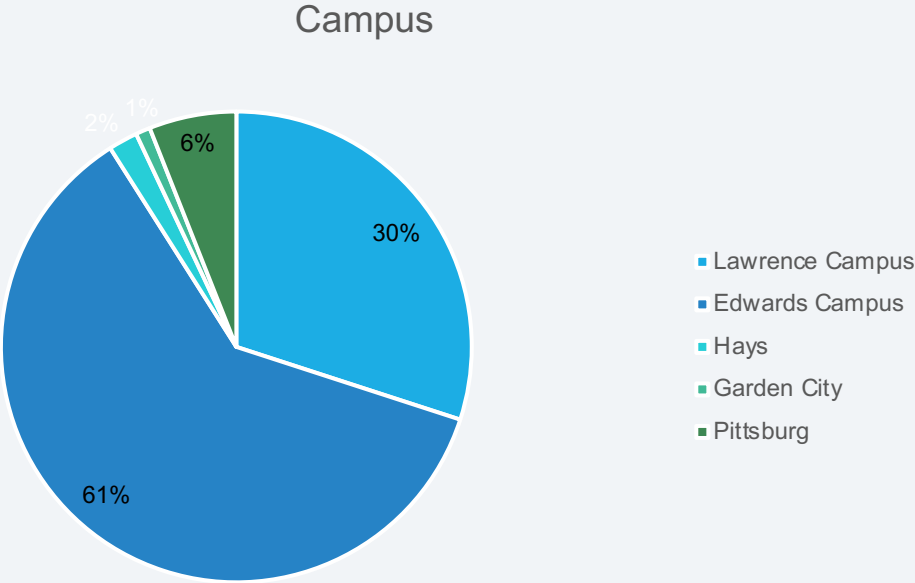
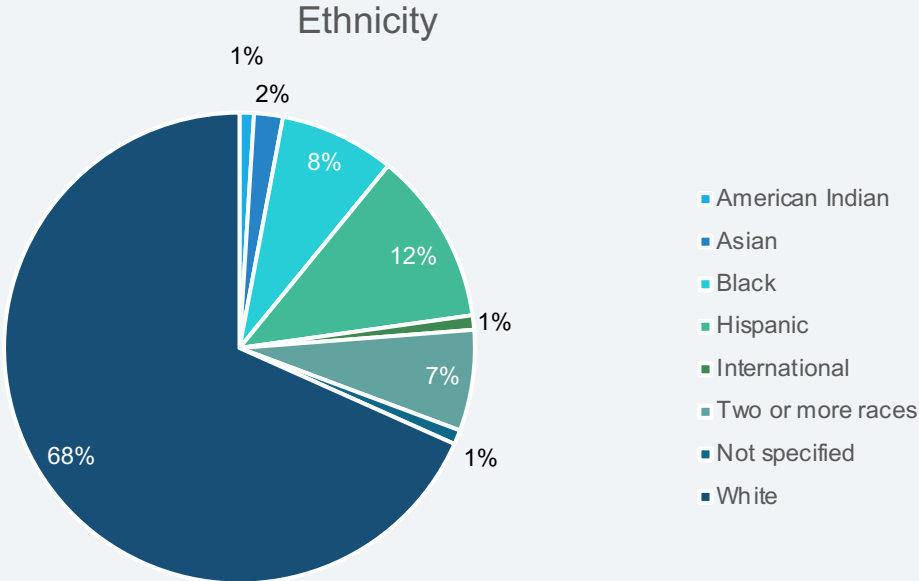
■ In-state ■ Out of State

Traditional MSW



■ In-state ■ Out of State ■ International

MSW 2020-21 STUDENTS

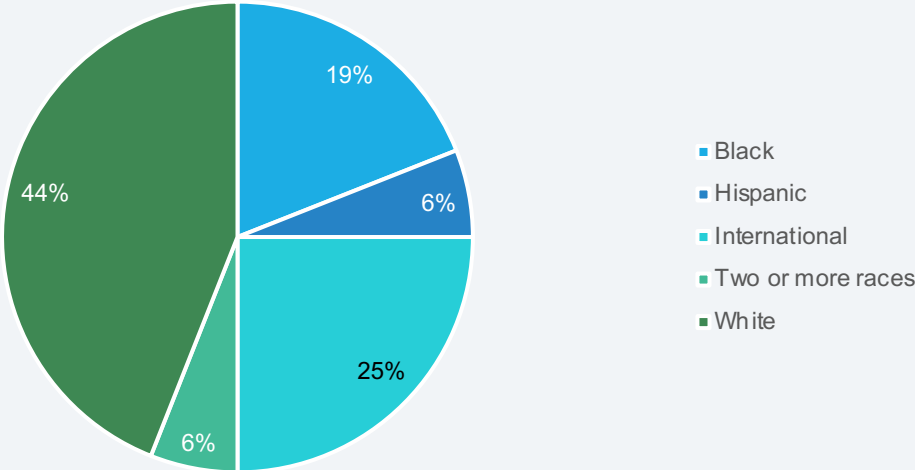


52% of master’s students enrolled in courses taught in the blended format

35% of master’s students enrolled part-time

PHD 2020-21 STUDENTS

Ethnicity



94% of PhD students enrolled full-time

94% of PhD students hold a GRA position

31% of PhD students hold a GTA position

**WHAT DOES ALL THIS TELL US
AS IT RELATES TO MSW
RECRUITMENT?**

WHAT DOES THIS TELL US

- Lawrence and Pittsburg
 - Find ways to ensure leads are as qualified and ready to make the decision instead of still browsing
 - Work with Multiview to hone the persona for the display advertising, talk about adjusting strategy to include more search & make CRM integrations to ensure accurate data
 - By moving to Slate and staying in one CRM, hopefully, it will reduce the manual movement of potential leads that might not be as qualified as we thought
 - Analyze website and balance out information that is available for people still browsing versus those who need to sign up for inquiry when ready to move through the process
 - Increase efforts & tactics in inquiry to move to appointment attended
 - Edwards utilizes the call center, we will have our ambassadors make contact earlier in the process
 - Increase efforts to move from appointment attended to applied
 - Redesign materials and communications to highlight what new prospective students are interested in and highlight the strengths of the school and profession

CONTINUED...

- Edwards
 - The main call to action of the call center was to schedule a meeting, so they were successful in the reaching the goal, but the prospective student still was not ready to make the move.
 - Work harder at inquiry phase to determine how qualified before moving to meeting and/or increasing efforts after meeting attended
 - Be more involved in the Edwards Campaign
- All campuses
 - Attending a meeting is important to move to enrolled
 - Keep numerous meeting options (virtual and in-person)
 - Make it easy for students to schedule a meeting and display availability of meeting options
 - Forms are important to gather prospective student contact information as we direct a lot of traffic to our landing pages through digital advertising
 - Important for sign-up forms to list our academic unit options only, since we are directing a lot of traffic to these pages with those interested in our degree, we don't want it to be too complicated listing all the KU options
 - Ensure webpages and collateral materials are updated to include the most relevant information for prospective students
 - Continue existing efforts from applied to enrolled

CONTINUED...

- Confusing and/Conflicting messages and tactics
 - Better communication with Enrollment Management about communications plan
 - Work closer with Edwards Campus Marketing Team: Why two different website, CRMs and campaigns, recruitment processes, success coach with dotted line to School, their own marketing team?
- Work with appropriate entity to ensure accurate reporting and create dashboards that allow for quick and easy access to the data (OAC, Tableau, CRM, Multiview)
 - Weekly reports allow for changes to be made easily throughout the recruitment cycle
- Admissions
 - Work with program directors and admission reps to ensure quick turn around on applications and communications
 - Ensure financial aid and scholarship information is available and provided in a timely manner



2021-2022 MSW RECRUITMENT PLAN

OBJECTIVE 1: INCREASE QUALIFIED INQUIRIES

- CRM set-up and inquiry forms on website
- Multiview – Digital Ads & Retargeting, Grad School Match, Capture
- NASW Email Showcase Advertisement
- Lists (BSRB licensure and GRE)
- Social (organic and paid)
- Tables/Fairs – both virtual and in-person
- Event sponsorships
- Update webpages and collateral to highlight strengths
- Coordinate with other School departments and communications to ensure recruitment message is present
- Interdisciplinary Courses
- Development of an Indigenous Alumni Board and student success training regarding recruiting native populations
- Prospect email campaign

OBJECTIVE 2: CONVERT INQUIRIES TO SCHEDULE APPOINTMENTS

- CRM inquiry email campaign and visit forms on website
- Multiview – Digital Ads & Retargeting promoting info sessions
- Capture & Grad Match emailing specifically about attending info session
- Social (organic and paid)
- Direct Mail - let's meet postcard, nice meeting you at ?? Fair, faculty/area of interest highlight
- Phone call inquiry campaign
- Individual zoom/phone/in-person meetings
- Virtual info sessions
- Speaker panels
- Class visits

OBJECTIVE 3: INCREASE EVENT ATTENDANCE

- Increase attendance email campaign
- Hubspot Pro Access (or what type of functionality does Slate have)
 - Email template availability making it easy to send ad hoc emails
 - Follow-up emails for no shows
- Hubspot pipeline maintenance to make sure meetings are tracked and identified as completed or not (or how is this managed in Slate?)

OBJECTIVE 4: INCREASE APPLICATIONS

- Direct mail and Email – Nice to meet you at info session or chat with you along with a gift basket
- IHSP application email
- Admission Coordinator Communications – finalizing application
- Text Campaign
- Start Application Email Campaign sent to inquiries, appt. scheduled and appt. attended
- Application Chats – virtual
- Social Media (organic and paid)
- Phone calls to apps started reminding them of deadline
- Self Memorial Scholarship email – BSW seniors about applying to MSW Advanced Standing
- Info sessions in BSW senior classes
- Psych deny email (not sure how this will work if the deadline for psych apps has been extended)

OBJECTIVE 5: INCREASE ACCEPTED OFFERS

- Congrats on submitting your application email
- Direct Mail - Congrats notecard from the dean
- Social media congrats campaign – ask to post their admission letter
- Accepted and Pay Seat Fee Tactics
 - Accept/Decline Email Campaign
 - Seat Fee Postcard for Advanced Standing
 - Email reminders – admitted no reply, admitted and accepted but no seat fee
 - Phone calls from recruiters
 - Social Media Campaign
- Scholarship notification

OBJECTIVE 6: INCREASE ENROLLMENT

- Orientations
- Defer communications to previous year defers
- Toni Johnson Scholars Program & Aging Scholars Program Email
- Welcome Back Party
- Instructor check-in email
- Advisor Emails & Edwards Advisor Calling Campaign
- Direct mail two weeks before school starts to enrolled – check in and excited to start semester
- Social Media (organic)
- Native Community Connection (connecting native students to Liaison for Native Communities)

OBJECTIVE 7: ONGOING COMMUNICATION WITH CURRENT STUDENTS

- Cookies and Conversations with the Dean
- Dean Student Advisory Group
- Pizza Parties/Check-ins
- Student Groups
- Advising
- Faculty Mentoring
- Advisor Check-ins two weeks after start of school
- Surveys
- Student committee representation
- Toni Johnson Center
- Research/Scholar Groups

PLAN MANAGED IN MONDAY
