Welcome to #WCETWebcast

April 18, 2019

The webcast will begin shortly.

There is no audio being broadcast at this time.

An archive of this webcast will be available on the WCET website next week.
Personalized Experiences for the Three Types of Adult Learners
Welcome!

Use the question box for questions and information exchange.

Archive, PowerPoint, and Resources available will be next week.

PowerPoint can be downloaded via the link in chat.

Follow the Twitter feed: #WCETWebcast.

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Questions from the Audience

If you have a question during the presentation, please add your questions to the question box. We will monitor the question box and have time for Q&A at the end of the presentations.
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Presenters

Cory C. Berntson  
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Wiley: Delivering Education with Impact

Globally, our resources support:

- **500+** leading companies
- **1 million+** students
- **15 million+** researchers
- **1,200** society partners
Setting the Stage

Our Target

Our research focused solely on students seeking a graduate degree.

Our Gift to You

You can download a digital copy of the complete report on the Wiley Education Services blog found at edservices.wiley.com.
Prospects take 1+ years to decide to enroll.

Total number of digital activities a student performs post lead form capture.

# of digital touchpoints while researching schools up to lead form over 6 weeks.

Increase in MOOC revenue by 2020 (increase of 5x).

The number of fully online degree programs in the US (up 30% in just 5 years).

Source: Google, Q1 2018 Education Insights Quarterly (EIQ)

Google Insights

Longer Research Process

Post-Lead Student Engagement Matter Even More

Market Disruption is Growing

More Thorough Research Process

More Choices than Ever Before

Traditional Market Growth is Flat
Key Questions

- What causes a prospect to consider higher education?
- What traits and similarities do prospects share?
- What motivates prospects to take action?
- What barriers prevent prospects from progression?
- How does prospect behavior differ by vertical of study?
- What questions do our prospects want answered?
Who Really Knows the Student?

The Student
Methodology and Approach

Research Firm

CRM Student Data

Focus Groups and Round Tables

One-on-One Interviews
### Triggers and Motivations

**Workplace Event Occurs**
- Missed promotion
- Colleague enrollment
- Employer hosted career fair

**Conversation w/Trusted Source**
- Work supervisor or co-worker
- Family member
- Mentor

**Motivators**
- Higher salary
- Job promotion
- Competitiveness

### Traits and Characteristics

- Detail-oriented and direct
- Needs trigger to prompt action
- Cites a career, not a job
- Strong foundation to build on
- Short list of “must haves”
- Rushes through research
- More likely to pay from savings
- Influencer-driven
- Unable to articulate goal
- Views research and enrollment as stressful and cumbersome
- Reluctant to engage one-to-one

### Evaluation Criteria

- Ease and fit into daily life
- Proven ROI
- Employer validation
- Brand familiarity
<table>
<thead>
<tr>
<th>Triggers and Motivations</th>
<th>Traits and Characteristics</th>
<th>Evaluation Criteria</th>
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</thead>
<tbody>
<tr>
<td><strong>Motivators</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Start a career</td>
<td>• Youngest of the segments</td>
<td>• Network opportunities</td>
</tr>
<tr>
<td>• Change a career</td>
<td>• Aware of skills gap</td>
<td>• Job alignment and eligibility</td>
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<tr>
<td>• Stability</td>
<td>• Degree is best solution for barrier to entry</td>
<td>• Program reputation</td>
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<tr>
<td></td>
<td>• Goal-driven, but unaware of best path for goal attainment</td>
<td>• Program specific differentiation</td>
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<tr>
<td></td>
<td>• More likely to pay via loans and need reassurance of investment</td>
<td></td>
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<tr>
<td></td>
<td>• Drawn to student outcomes</td>
<td></td>
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<td></td>
<td>• Strong desire to build confidence</td>
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<td></td>
<td>• Likely to have taken a MooC, seminar, or boot camp</td>
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<tr>
<td></td>
<td>• Most common in STEM programs</td>
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### The Altruist

<table>
<thead>
<tr>
<th>Life Stage Event Occurs</th>
<th>Traits and Characteristics</th>
<th>Evaluation Criteria</th>
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</thead>
<tbody>
<tr>
<td>Empty nester</td>
<td>Oldest of the three segments</td>
<td>Admissibility</td>
</tr>
<tr>
<td>Retirement</td>
<td>Can have discovery paralysis that causes abandonment</td>
<td>Alignment to interests</td>
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<tr>
<td><strong>Desire for Change</strong></td>
<td>Puts others first, especially family</td>
<td>Fit into daily life</td>
</tr>
<tr>
<td><strong>Motivators</strong></td>
<td>No clear path</td>
<td>Support</td>
</tr>
<tr>
<td>Desire to learn</td>
<td>Desire flexibility as well as engagement within a program</td>
<td></td>
</tr>
<tr>
<td>Aspirational</td>
<td>Drawn toward public service and the greater good</td>
<td></td>
</tr>
<tr>
<td>Sees a need or problem</td>
<td>They want to make difference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Can lack clarity and often needs assistance. Lends to being fearful or having doubts</td>
<td></td>
</tr>
</tbody>
</table>
Prospects cited the university website as their primary source for programmatic research.

**Recommendations**
- A/B test elements of current website
- Optimize website architecture through student-driven UX labs
- Define content strategy as it related to omnichannel approach

In aggregate, the sample cited online search as their second highest source of information when researching and evaluating a program.

**Recommendations**
- Conduct keyword audit and competitor analysis
- Conduct technical SEO audit
- Outline quick and long-term content opportunities

It is important to note that our research also uncovered one bad interaction can jeopardize the outbound call model, and cause prospects to associate that experience to all lead capture forms.

**Recommendations**
- Leverage admissions managers to assign audience segment
- Provide narrative based on segment and behavioral style

While the Advancer places high emphasis on trusted endorsements, when viewed in aggregate, 51 percent of prospects cited this or direct referral was key in their final enrollment decision.

**Recommendations**
-Activate on your alumni and current students
-Explore influencer opportunities
Many students are still saddled with undergraduate loan debt which makes taking on an additional financial burden difficult.

**Recommendations**
- Be transparent about tuition
- Help simplify the FASFA process
- Message ways to offset tuition in content marketing
- Consider application waivers

Majority of graduate students are employed full-time and have family obligations. They don’t want success in one area come at the expense of another. Many also desire a faster path to in-market.

**Recommendations**
- Assess program duration
- Consider credit for work experience
- Offer solutions via content marketing

Times passed since graduate-level prospects have been in an academic setting. Online learning may be foreign, and many can’t focus solely on academic studies. They doubt their ability to succeed.

**Recommendations**
- Offer a teaser course (test-drive)
- Explain the online student experience
- Leverage current student testimonials
Customize Engagement

- We identify the student persona early in the recruitment process and use that knowledge to customize the experience.
- 61% of our students identified as Advancers.
- Advancers are more likely to move forward and apply.
- Education programs have a higher % of students identified as Altruists.

Continue to Listen

- We survey students who began their program of choice as well as those who fell out of the process.
- Students tell us the 4 primary factors in their decision are:
  - Course availability
  - University reputation
  - Quality of the online experience
  - Ability to advance career.
- 60% of students who didn’t continue with their application cited concerns with cost and finances.

Communicate Digitally

- Digitally native, adult learners are increasingly responding to non voice-to-voice engagement.
- Click-to-Chat is a meaningful lead generation channel.
- E-mail averages a 2-3% response rate; SMS averages 40%+
- Ongoing SMS campaigns that address students personally have allowed us to achieve a 64% response rate and improve application completion rates.
Behavioral Analytics: Measuring Quality Engagement

- 3.5 million & counting conversations have been recorded & analyzed

- Performance Dashboard
- Coaching Insights
- Targeted Metrics
- Predictive Insights
- Likelihood Models

Hitting Target Metrics Increases conversion rate: on average 17.5%

35-40% increase in conversion post-implementation

Likelihood to Apply improved contact to application rate by 18%
Operationalizing The Learns: Personalized Messaging

Producing content and creative that engages and resonates.

COMMUNICATION PREFERENCE

Audience Segment
- Advancer
- Launcher
- Altruist

Vertical of Study
- Nursing
- Cybersecurity
- Social Work

Behavioral Style
- Top Converting: Reactions, Reactions, Opinions
- Secondary: Emotions, Opinions, Thoughts
- Tertiary: Thoughts, Thoughts, Reactions

Student Persona (quantitative + qualitative)

Style Sheet
- Thoughts: Logical, Organized & Pinpointed
- Opinions: Dedicated, Conscientious & Loyal
- Reactions: Spontaneous, Creative & Playful

UNIVERSITY EDITORIAL STANDARDS

Omnichannel Marketing Efforts
- Content Strategy
- Media Strategy
Operationalizing The Learns: Wiley Design System


Personalized CTAs and content based on segment and opportunity stage.
Results

Vocational Schools: -10%
Community Colleges: -3%
For-Profit Schools: -2%
Non-profit | Public: 0%
Non-profit | Private: 0%
Wiley Brands: 6%
Questions from the Audience
Contact Information

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Join us for the #WCETSummit

Workforce Partnerships that Work:
Creating Public-Private Partnerships that Serve Students, Institutions, Employers, and Communities

WCET Leadership Summit
June 4 – 5, 2019 | Newport Beach, CA

https://wcet.wiche.edu/events/summits/workforce-partnerships-that-work-2019
Join us for the #WCET19

WCET 31st Annual Meeting

Denver, CO
November 5 - 7, 2019

Registration opens in June!

https://wcet.wiche.edu/events/annual-meeting
Access to the resources discussed during this webcast, including the archive, will be available next week.

http://wcet.wiche.edu/connect/webcasts
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