TO:          Amy Luethmers via electronic mail
            c: Strategic Planning Group
FROM:        Bob Meyer
            Chancellor
DATE:        July 1, 2015
RE:          High Achieving Students Proposal

Based on the recommendation from the Strategic Planning Group, I am deferring this proposal due to the budget situation. The proposal will be revisited for potential funding next fiscal year.

I want to thank you for your important work on this proposal.
Memorandum

Date: 11/21/14 (Revised 1/21/2015)
To: Chancellor Bob Meyer
cc: Kristi Krimpelbein
From: Amy Luethmers, Director, University Marketing
Subject: Marketing Plan/Budget for Attracting Higher Achieving Students

Per a memo from Chancellor Sorensen and the Strategic Planning Group, I was charged with putting together a proposal for a marketing strategy, and associated revenue needs, with the goal of attracting and retaining high achieving students.

I recently received numbers from PARQ regarding the number of high achieving students we would need to enroll in increasing increments over a 5 year period. The projection was based on eliminating everyone in the bottom 25% of their high school graduating class in year one and replacing them with higher achieving students, and then, by year 5, eliminating approximately one-third of the new freshmen admitted who were in the bottom 50% of their high school class and replacing them with higher achieving students. That data is reflected in the chart below along with our current average undergrad conversion rate of 7% for years 1 and 2. (This conversion rate is based on cold leads for suspects, not prospects handled by admissions, which last year was 53.1%.)

For years 3-5 I have indicated increased conversion rates as I’m optimistic that with our current efforts as a university to strengthen our lead nurturing strategies with the use of our CRM (Hobsons), marketing automation techniques, and a better focus on user experiences we will increase our conversion rate in time. The conversion rate helps identify the amount of actual student leads we will need to generate in order to convert those leads to matriculated students. Finally, total campaign costs for each year are then determined using an industry standard of approximately $25 per lead.

<table>
<thead>
<tr>
<th>Year</th>
<th>Increase in High Achieving Students desired per PARQ</th>
<th>Conversion Rate</th>
<th>Total Number of new leads to generate increase</th>
<th>Cost Per Lead</th>
<th>Campaign Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>7%</td>
<td>571</td>
<td>$25</td>
<td>$14,275</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>7%</td>
<td>929</td>
<td>$25</td>
<td>$23,2225</td>
</tr>
<tr>
<td>3</td>
<td>90</td>
<td>8%</td>
<td>1,125</td>
<td>$25</td>
<td>$28,125</td>
</tr>
<tr>
<td>4</td>
<td>120</td>
<td>8%</td>
<td>1,500</td>
<td>$25</td>
<td>$37,500</td>
</tr>
<tr>
<td>5</td>
<td>150</td>
<td>9%</td>
<td>1,667</td>
<td>$25</td>
<td>$41,675</td>
</tr>
</tbody>
</table>

**High Achieving Student (HAS) Persona:**

Current research regarding higher achieving students and how they make their final college selections indicates the following:

1) HAS tend to ultimately attend their first choice university more often than their peers (because they can) even though they will look into other schools as well.

2) A large population of HAS’s perspective on financing college isn’t necessarily focused on the bottom line costs, but on the perceived value of the degree, as well as the acknowledgement of their past performance rewarded with scholarships. This is expected by these students even at state schools. Many HAS’s are offended if they aren’t offered scholarships as an acknowledgement for their achievements.

3) Honors Colleges tend to play a large role in the decision making process for many HAS.

4) Personal contact with faculty also tends to influence a HAS’s level of interest.

5) HAS pay more attention to things like the campus approach to diversity and sustainability, as well as curriculum offerings.

**Year One Strategy for Appealing to the HAS Persona:**

Budget: $14,275

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Goal</th>
<th>Implementation</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplementation to HAS campaign currently being done by Admissions</td>
<td>Convert more overall HAS who have indicated an interest in UW-Stout by supplementing the outreach Admissions already does in this area to reach more leads.</td>
<td>For the past couple of years Admissions has sent out a “swag” gift to targeted higher ACT names in our database who have expressed some level of interest in Stout. In 2013, 985 of these prospects were sent sunglasses and this campaign resulted in 163 students enrolled for fall 2014 (average ACT 25.61). (17% conversion rate.) The main university</td>
<td>$2,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>($4,800 is already being contributed to this from the main university marketing plan.)</td>
<td></td>
</tr>
</tbody>
</table>
marketing plan has already pledged a level of financial support to do this again this year. However, an additional amount of funding for this initiative would be helpful. Additionally, a supplemental marketing piece should also be created to accompany the swag highlighting aspects indicated in the persona breakdown of specific interest to HAS. This might also include a separate communication flow developed for sustainability or diversity. (Admissions has already developed a plan for National Merit Semifinalists like this.)

<p>| HAS campaign by specific programs | Provide additional program specific touch point(s) to try to convert more HAS students from a program perspective. | As seen in Appendix A, there are several programs that tend to attract a greater number of HAS students. These include: Applied Math &amp; Computer Science, Computer Engineering, Game Design and Development (Art and Computer Science), Manufacturing Engineering, Plastic Engineering, and Supply Chain Management. Therefore, a targeted, program specific campaign towards HAS for any of these programs should also help increase our campus-wide average. On the other side of the spectrum, we should explore an effort to aggressively target higher achieving students in our $9,000 ($1,000 per program.) |
| <strong>Promotion of Scholarships &amp; Additional Scholarship Funding</strong> | More aggressively market scholarship opportunities available (and potentially create new ones) to attract more HAS. | Create and send very specific, personalized information to HAS about scholarships they may be eligible for. | $1,000 for better promotion of scholarships. (Scholarships provided by other funding.) |
| <strong>Marketing Assistance and Increased Presence for Honors College</strong> | Creating a stronger presence for the Honors College, particularly for HAS | Honors College should be in the navigational links for every program site. Additionally, more marketing focused messaging would be beneficial for Honors College materials. | $2,000 |
| <strong>Outreach from Faculty</strong> | Creating a targeted, PD should identify HAS | No cost |</p>
<table>
<thead>
<tr>
<th>Increased Focus on Campus Culture</th>
<th>Efforts should be made to make sure we are promoting a rich campus culture</th>
<th>Current initiatives are underway to better develop various websites such as the diversity site.</th>
<th>Other Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal touch with faculty for HAS</td>
<td>who have not yet enrolled and send them a special email invitation to visit them on campus on specified dates/times, Skype, or talk via phone with them about their program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategies for Appealing to the HAS Persona for Years 2-5:**

After analysis of the results of Year 1 HAS marketing efforts are complete plans for years 2-5 can be better developed.
## Appendix A: ACTs by Academic Program

<table>
<thead>
<tr>
<th>Undergraduate Program</th>
<th>ACTs</th>
<th>EL</th>
<th>M</th>
<th>AVG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparel Design &amp; Development</td>
<td>21.2</td>
<td>23.3</td>
<td>22.7</td>
<td>22.4</td>
</tr>
<tr>
<td>Applied Math &amp; Computer Science</td>
<td>24.6</td>
<td>25.7</td>
<td>25.3</td>
<td>25.2</td>
</tr>
<tr>
<td>Applied Science</td>
<td>23.1</td>
<td>22.2</td>
<td>21.7</td>
<td>22.3</td>
</tr>
<tr>
<td>Applied Social Science</td>
<td>20.6</td>
<td>21.2</td>
<td>20.2</td>
<td>20.7</td>
</tr>
<tr>
<td>Art</td>
<td>22.4</td>
<td>22.4</td>
<td>21.6</td>
<td>22.1</td>
</tr>
<tr>
<td>Art Education</td>
<td>22.1</td>
<td>22.9</td>
<td>21.7</td>
<td>22.2</td>
</tr>
<tr>
<td>Business Administration</td>
<td>21.3</td>
<td>20.8</td>
<td>21.1</td>
<td>21.1</td>
</tr>
<tr>
<td>Career, Technical Education &amp; Training</td>
<td>N.A</td>
<td>32.0</td>
<td>27.0</td>
<td>27.0</td>
</tr>
<tr>
<td>Cognitive Science</td>
<td>22.0</td>
<td>23.5</td>
<td>24.3</td>
<td>24.1</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>21.8</td>
<td>21.2</td>
<td>21.2</td>
<td>21.4</td>
</tr>
<tr>
<td>Construction</td>
<td>21.8</td>
<td>22.6</td>
<td>22.2</td>
<td>22.4</td>
</tr>
<tr>
<td>Cross-Media Graphic Management</td>
<td>22.3</td>
<td>22.4</td>
<td>21.8</td>
<td>22.3</td>
</tr>
<tr>
<td>Dietetics</td>
<td>22.7</td>
<td>20.5</td>
<td>20.3</td>
<td>20.4</td>
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<tr>
<td>Early Childhood Education</td>
<td>22.9</td>
<td>22.4</td>
<td>22.1</td>
<td>22.5</td>
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<tr>
<td>Engineering Technology</td>
<td>23.1</td>
<td>21.2</td>
<td>—</td>
<td>22.2</td>
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<tr>
<td>Environmental Science</td>
<td>22.6</td>
<td>19.5</td>
<td>24.4</td>
<td>21.4</td>
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<tr>
<td>Family &amp; Consumer Sciences Education</td>
<td>20.2</td>
<td>22.9</td>
<td>21.4</td>
<td>22.1</td>
</tr>
<tr>
<td>Food Science and Technology</td>
<td>21.9</td>
<td>25.2</td>
<td>24.6</td>
<td>25.3</td>
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<tr>
<td>Game Design &amp; Development</td>
<td>26.0</td>
<td>25.7</td>
<td>24.8</td>
<td>25.4</td>
</tr>
<tr>
<td>Game Design and Development – Art</td>
<td>25.6</td>
<td>26.2</td>
<td>25.4</td>
<td>25.8</td>
</tr>
<tr>
<td>Game Design and Development – CS</td>
<td>25.7</td>
<td>21.0</td>
<td>20.5</td>
<td>20.9</td>
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<tr>
<td>Golf Enterprise Management</td>
<td>21.3</td>
<td>23.3</td>
<td>—</td>
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<tr>
<td>Graphic Design</td>
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<td>21.7</td>
<td>21.1</td>
<td>20.2</td>
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<tr>
<td>Health, Wellness &amp; Fitness</td>
<td>21.4</td>
<td>21.0</td>
<td>21.2</td>
<td>21.2</td>
</tr>
<tr>
<td>Hotel, Restaurant &amp; Tourism Management</td>
<td>20.8</td>
<td>18.8</td>
<td>22.3</td>
<td>20.6</td>
</tr>
<tr>
<td>Human Development &amp; Family Studies</td>
<td>22.9</td>
<td>23.2</td>
<td>—</td>
<td>23.1</td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td>N.A</td>
<td>23.7</td>
<td>22.7</td>
<td>23.1</td>
</tr>
<tr>
<td>Information Technology Management</td>
<td>23.3</td>
<td>21.9</td>
<td>—</td>
<td>21.5</td>
</tr>
<tr>
<td>Interior Design</td>
<td>N.A</td>
<td>23.7</td>
<td>22.4</td>
<td>23.2</td>
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<tr>
<td>Marketing &amp; Business Education</td>
<td>20.4</td>
<td>21.8</td>
<td>20.0</td>
<td>20.7</td>
</tr>
<tr>
<td>Packaging</td>
<td>22.3</td>
<td>23.8</td>
<td>21.6</td>
<td>22.2</td>
</tr>
<tr>
<td>Plastics Engineering</td>
<td>23.9</td>
<td>24.8</td>
<td>22.9</td>
<td>23.9</td>
</tr>
<tr>
<td>Professional Communication &amp; Emerging Media</td>
<td>23.1</td>
<td>23.3</td>
<td>22.6</td>
<td>23.0</td>
</tr>
<tr>
<td>Psychology</td>
<td>22.0</td>
<td>21.8</td>
<td>21.2</td>
<td>21.1</td>
</tr>
<tr>
<td>Real Estate Property Management</td>
<td>20.4</td>
<td>20.8</td>
<td>20.6</td>
<td>20.6</td>
</tr>
<tr>
<td>Retail Merchandising &amp; Management</td>
<td>21.3</td>
<td>20.7</td>
<td>20.9</td>
<td>21.0</td>
</tr>
<tr>
<td>Science Education</td>
<td>22.8</td>
<td>24.0</td>
<td>24.0</td>
<td>23.6</td>
</tr>
<tr>
<td>Service Management</td>
<td>N.A</td>
<td>21.0</td>
<td>20.1</td>
<td>20.1</td>
</tr>
<tr>
<td>Special Education</td>
<td>21.0</td>
<td>21.0</td>
<td>22.4</td>
<td>21.5</td>
</tr>
<tr>
<td>Studio Art</td>
<td>23.4</td>
<td>22.1</td>
<td>27.5</td>
<td>24.3</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>N.A</td>
<td>22.0</td>
<td>22.5</td>
<td>22.3</td>
</tr>
<tr>
<td>Sustainable Management</td>
<td>N.A</td>
<td>22.0</td>
<td>22.1</td>
<td>22.0</td>
</tr>
<tr>
<td>Technology &amp; Science Education</td>
<td>19.7</td>
<td>20.0</td>
<td>19.6</td>
<td>19.8</td>
</tr>
</tbody>
</table>