DRIVING TO THE RIGHT DECISIONS:
How Measuring Marketing Performance is Paramount in a Consensus Driven Environment
AMA Conference – November 2010

Introductions

Carissa Little
Director of Programs

Eve Byer
Associate Director

Robert Prakash
Systems Analyst
Agenda

• Background on SCPD
• Formation of a data team
• Tools & prioritizing questions
• Walkthrough of questions
• Summary of our activities

The Stanford Center for Professional Development...

….collaborates with Stanford faculty and industry experts to develop and deliver graduate and professional programs online, on campus and at work to meet the lifelong education needs of technical professionals, managers and executives.
40 Years Creating Educational Programs for Industry

Stanford University
Curriculum and Research

Graduate Programs

Professional Programs

Delivers lifelong education to increase productivity, support career growth and strengthen corporate competitiveness.

Stanford Online & mystanfordconnection

Provides busy, mobile professionals and managers access to lifelong education where and when needed.
Play, Pause, Repeat…

• Access courses anytime and anywhere – 24/7
• Delivered via high definition, on-demand video
• Ability to bookmark and take notes throughout.

Awarded “21st Century Best Practice Award for Distance Learning” from the U.S. Distance Learning Association.

Background

• SCPD is a consensus driven organization
• Stanford is a silo culture & SCPD is a small unit

Problem – Decision-making was driven by assumptions and hunches
Forming a Successful Data Analysis Team

- The “Data Crunchers”

- Formed organically

- Steps:
  - Selected the right team members
  - Identified a clear mission statement
  - Brought results to the right stakeholders in order to create change.

Getting the Right People

- Small: 4-5 people

- Cross-functional:
  - Financial
  - Data Analyst
  - Portfolio
  - Marketing

- Detail Oriented
  - Got to be able to think in numbers
Datacrunchers Mission Statement

“To measure and analyze SCPD data sources to provide objective answers to questions and accurate results that can inform decision-making processes.

This may include recommendations regarding changes and experiments to existing activities.”

Stakeholders

- Identified key stakeholders for each problem/project

- Used RASCI to identify the who

- Over time has influenced the senior team
RASCI

RASCI is a model often used in project management to clarify team roles and ensure effective communication.

- **R** - Responsible: Those who are responsible for the task, ensuring that it is done as per the Approver.
- **A** - Accountable: Those who are ultimately accountable for the correct and thorough completion of the deliverable or task, and the one to whom Responsible is accountable. In other words, an Accountable must sign off (Approve) on work that Responsible provides. There must be only one Accountable specified for each task or deliverable.
- **S** - Support: Resources allocated to Responsible. Unlike Consulted, who may provide input to the task, Support will assist in completing the task.
- **C** - Consulted: Those whose opinions are sought; and with whom there is two-way communication.
- **I** - Informed: Those who are kept up-to-date on progress, often only on completion of the task or deliverable; and with whom there is just one-way communication.

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**Start Measuring! The Tools**

- Google Analytics
- CRM system – Destiny OneCE
- Conversion Analyst
- Excel
- Data Scripts
- Google Docs – sharing
- Genie
Identifying the Questions

- Ensure they are clear
- Ensure they have a defined scope and purpose
- Ensure they are theoretically answerable.
  - Sometimes you need to collect more data, setup more systems or tracking
- Determine if you have the data in your existing systems
- Prioritize by level of impact the answer could have

Question #1 – Webinar Value

**Question 1** - Are webinars providing ROI to SCPD? Which webinars are driving the most enrollments and to which courses and programs?

**Assumptions:** Did not believe they were providing ROI, and were questioning whether they were useful even as an awareness tool.
Results – Webinar Value

<table>
<thead>
<tr>
<th>Total Webinar Enrollments</th>
<th>Conversions to Paid Enrollments</th>
<th>Percentage Converted</th>
<th>Revenue Generated</th>
</tr>
</thead>
<tbody>
<tr>
<td>2717</td>
<td>131</td>
<td>5%</td>
<td>$480,575</td>
</tr>
</tbody>
</table>

- Enrollments in Same Content Area

Webinar registration leading to paid enrollments from September 2008 to April 2010

Outcomes

- Clearly we converted webinar attendees to enrollees

- Surprisingly across many disciplines regardless of webinar topic

- Decided to do more, rather than cut webinars
**Question #2 - Drops**

**Question 2 -** Do enrollees in graduate online credit courses drop when they enroll close to the enrollment deadline?

**Assumption:** Late enrollees are more likely to drop since they may have missed classes, therefore, to decrease the drop rate don’t allow late enrollments.

<table>
<thead>
<tr>
<th>Over 4 Months before start of classes</th>
<th>Enrollments</th>
<th>Drops</th>
<th>Drop %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 4 Months before start of classes</td>
<td>9</td>
<td>5</td>
<td>56%</td>
</tr>
<tr>
<td>3 Months before start of classes</td>
<td>119</td>
<td>33</td>
<td>28%</td>
</tr>
<tr>
<td>2 Months before start of classes</td>
<td>610</td>
<td>143</td>
<td>23%</td>
</tr>
<tr>
<td>1 Month before start of classes</td>
<td>1373</td>
<td>344</td>
<td>25%</td>
</tr>
<tr>
<td>1 Month after start of classes</td>
<td>84</td>
<td>22</td>
<td>26%</td>
</tr>
</tbody>
</table>

Graduate credit enrollments since July 2009.
Outcomes

• No change to process was necessary
  – Know your audience

• Extended late enrollment deadline slightly

• Focused on real issue -> customer service
  – Retaining customers when they attempt to drop

Question #3 – Buy Decision

**Question 3** - How long does it take for first time visitors to our website to make a buy decision?

**Assumption:** It would take at least 6 months for a buy decision to take place.
Action Within 15 Days

- Analyzed enrollments by type (Professional courses, Graduate courses)
- Analyzed enrollments by PAID v. FREE
- Analyzed all conversions (mailing list signups, enrollments)

Results - All Paid Enrollments

- 48.3% pay on first visit
- 70% pay within 15 days
Outcomes

• Spend time making content on site more relevant

• Spend more time on lead capture

• Introduced Welcome Email

New Visitors ➔ New Accounts

The “Welcome to Stanford” email

➢ What? A personal letter from Andy with helpful links and contact information

➢ Who gets it? Anyone who created a new account number within a given week

➢ Why? A first, high-level touch to engage new student immediately
Welcome Email Results

- Highest ever open and click-through rates for internal email list
  - Average of 385 mystanfordconnection new accounts a week
  - Average of 58.27% open rate (other emails to internal list – 29.5%)
  - Average of 31.82% click-through rate (other emails to internal list – 21.4%)
  - 0.3% opt-out rate

- Highest clicks for these emails are consistently 1st link in the body of the letter (tested different content links)

Question #4 – Degrees v Certificates

**Question 4** – Does the fact that “Degrees” is listed 1st on our website in multiple places cause a higher exit rate?

**Assumption:** Students who visit the Masters degree page leave the SCPD website, since it’s a higher barrier to entry.
Original Layout

Degrees & Certificates
The Stanford Center for Professional Development offers 51 master of science degree tracks, 14 of which are available entirely online, and over 25 certificates.

Master's Degree
Through the honors Cooperative Program, working professionals may pursue a master of science degree on a part-time basis. Prospective degree seekers apply to the participating academic department of their choice for acceptance into the graduate program. Once admitted, study is undertaken as a part-time student.

Graduate Certificates
Successful completion of three to five graduate courses in a guided curriculum of study leads to a graduate certificate as evidence of in-depth, subject-specific knowledge.

Professional Certificates
Successful completion of three to six professional short courses may lead to a professional certificate, which demonstrates a broad understanding of a subject area.

Student Spotlight

Updated Layout

Certificates & Degrees
The Stanford Center for Professional Development offers over 25 graduate and professional certificates and 51 master of science degree depths across 15 academic departments. Flexible course and delivery options are designed for professionals who want to take their career to the next level.

Graduate Certificates
Earn a Stanford graduate certificate and accelerate your career without, immediately committing to a graduate degree program. If you already have all of the degrees you need, a graduate certificate is also a great way to keep your skills and knowledge current in your field. Complete 3 to 5 graduate courses in a guided curriculum of study and earn a graduate certificate as evidence of in-depth, subject-specific knowledge.

You may apply the graduate credit earned for a graduate certificate toward a degree program if you are admitted.

Professional Certificates
Complete 3 to 6 short, intensive courses and earn professional certification in areas such as advanced project management, advanced computer security, and sustainability. To accommodate your busy life, all professional courses are online and self-paced. Some courses are also held on the Stanford campus or can be delivered at your work site. Visit our professional certificates page to learn more.

Master's Degrees
Through the honors Cooperative Program, you may pursue a master of science degree on a part-time basis. 12 degree depths may be completed entirely online. Pursue your degree from anywhere in the world and connect to the world-class community of Stanford University.

Application deadlines vary by department. Visit our master’s degree page to access department web sites, calendars, and application details.

By Special Arrangement
Degree of Engineer
### Results

<table>
<thead>
<tr>
<th>Jan - May 2010</th>
<th>Total Traffic</th>
<th>% of traffic</th>
<th>Exits</th>
<th>Exit %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees and Certificates Page</td>
<td>99000</td>
<td></td>
<td>6300</td>
<td>6%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>26600</td>
<td>27%</td>
<td>3600</td>
<td>14%</td>
</tr>
<tr>
<td>Graduate Certificates</td>
<td>21100</td>
<td>21%</td>
<td>600</td>
<td>3%</td>
</tr>
<tr>
<td>Professional Certificates</td>
<td>25500</td>
<td>26%</td>
<td>1300</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July - Sept 2010</th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Certificates and Degrees Page</td>
<td>69256</td>
<td></td>
<td>4272</td>
<td>6%</td>
</tr>
<tr>
<td>Graduate Certificates</td>
<td>17474</td>
<td>25%</td>
<td>609</td>
<td>3%</td>
</tr>
<tr>
<td>Professional Certificates</td>
<td>18708</td>
<td>27%</td>
<td>982</td>
<td>5%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>17095</td>
<td>25%</td>
<td>2360</td>
<td>14%</td>
</tr>
</tbody>
</table>

### Created and Analyzed Student Survey

**Objective** - to create a profile of our current students to help predict future students.

**Assumptions:**
- Most of our students are US educated
- 60/40 male to female ratio
- Nerdy engineers
- Are students are local
- Asian/Indian first generation
Survey Results - Gender

- Male: 724, 75%
- Female: 237, 25%

Survey Results for Gender Question

Survey Results – Why Stanford?

- Knowledge enhancement: 88.61%
- Student interaction: 69.02%
- Gain competitive advantage over peers: 46.50%
- Enhance leadership skills: 44.95%
- Improve student network: 42.87%
- Networking for career change: 37.32%
- Company brand and job hiring: 11.85%
- Attain professional network: 14.99%
- Other: 3.88%
Survey Results – Parents’ Citizenship

United States 53%

India 22%

Canada 4%

Mexico 3%

Spain 2%

China 2%

Pakistan 1%

Taiwan 1%

Spain 1%

Israel 1%

Philippines 1%

Peru 1%

Vietnam 1%

Colombia 1%

Canada 4%

Mexico 3%

Spain 2%

China 2%

Pakistan 1%

Taiwan 1%

Spain 1%

Israel 1%

Philippines 1%

Peru 1%

Vietnam 1%

Colombia 1%

Survey Results – Undergrad Degree from U.S.

Yes, 529, 55%

No, 440, 45%

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Survey Results – If Not Educated in U.S., Then Which Country?

- India: 49%
- United States: 4%
- Canada: 9%
- Mexico: 6%
- China: 4%
- United Kingdom: 4%
- United States: 4%
- China: 4%
- Germany: 3%
- Spain: 3%
- Mexico: 6%
- Brazil: 2%
- Colombia: 2%
- Russia: 2%
- Australia: 1%
- Romania: 1%
- Singapore: 1%
- Turkey: 1%
- Peru: 1%
- Philippines: 2%
- Taiwan: 2%
- Pakistan: 2%
- Germany: 3%
- Spain: 3%
- United States: 4%
- United Kingdom: 4%
- China: 4%
- Mexico: 6%
- Canada: 9%
Summary - Budgets

• We have been able to adjust our budgets
  – Appropriately weight marketing channels
  – Appropriately weight different conversion types

• Now we are more strategic in developing our yearly integrated marketing plan.

• Able to get same or higher budget allocation

Summary – Test Driving New Ideas

• Welcome Email, limiting subscriber emails,

• Quickly prove success/failure

• Created a culture where failing is okay in doses.

• Allocated a % of our budget to experimenting with new ideas
Datacrunchers Mantras

FINDING THE SUCCESSES ARE AS IMPORTANT AS IDENTIFYING AREAS TO IMPROVE UPON

DON’T ASSUME YOU CAN’T TRACK, THERE IS ALWAYS A WAY

QUESTION EVERYTHING

Questions?

Carissa Little
Director of Programs
carissa.little@stanford.edu

Eve Byer
Associate Director
ebyer@stanford.edu

Robert Prakash
Systems Analyst
robert.prakash@stanford.edu

Stanford Center for Professional Development
scpd.stanford.edu