# Contents

Discovery Statistics ............................................................................................................. 3

Entangled Solutions Research Summary ............................................................................. 3
  Entangled Approach ........................................................................................................... 3
  Entangled Recommendations ............................................................................................. 3
    Degree Demand ................................................................................................................ 4
    Occupational Demand ...................................................................................................... 4
    Competitive Analysis ...................................................................................................... 4
  Applying the Research ....................................................................................................... 4

RNL+Converge Discovery Executive Summary .................................................................. 4
  Best Practices/Event-Based Marketing for Select Programs ............................................ 6
  Teach for America/Urban Teachers .................................................................................... 6

General Program Awareness for the School of Education ................................................. 6

MS in Counseling ............................................................................................................... 8

Doctor of Education (EdD) ................................................................................................ 8

School Administration and Supervision ............................................................................. 9

Ed Tech Focus .................................................................................................................... 9

In Closing ............................................................................................................................ 10
Discovery Statistics

- RNL+Converge spent two days on campus for discovery meetings
- RNL+Converge staff met with a total of 30 Johns Hopkins School of Education faculty/staff and seven students from a variety of different programs during 13 different meetings
- Johns Hopkins School of Education programs represented included:
  - Innovative Teaching and Leadership (Urban Teachers, TFA, MAT)
  - Counseling and Educational Studies
  - Advanced Studies in Education (PhD, EdD, MEHP, DALET)
  - Special Education
  - All Certificate Offerings
  - School Administration & Supervision
  - Gifted Education
- Students from the following programs participated in focus groups:
  - Entrepreneurship Leadership in Education
  - PhD, Early Childhood
  - Certificates in MBT and Urban Education
  - ITGL – Early Childhood
  - EdD
  - DALET
  - MS in Clinical Mental Health Counseling

Entangled Solutions Research Summary

RNL+Converge reviewed the Entangled Solutions report (4/12/19) to provide context for academic program demand. The report contains numerous data sets that outline the current and future state of program offerings.

Entangled Approach

The research is broken down into three key demand areas – Degree Demand, Occupational Demand, and Competitive Analysis. The fourth key area – Opportunity Analysis – outlines a portfolio approach to the program offerings. Slides 1-73 present data and findings around the three key demand areas. Slides 74-101 provide the Opportunity Analysis.

Entangled takes a very sound approach to its research strategy and provides data-driven recommendations, with the overall findings on Slide 75.

Entangled Recommendations

Entangled breaks down its recommendations by category:
Degree Demand
- EdD
- Online Degrees (general)
- School Administration

Occupational Demand
- Educational Leadership
- Counseling
- Teaching Certificates

Competitive Analysis
- Counseling
- Neuro-Education
- Ed Policy

Applying the Research
Slides 74-101 provide a different way for Johns Hopkins School of Education to look at its programs ("portfolio approach"). These slides would be great to discuss as we look at a long-term plan together for program promotion.

As it relates to our specific engagement (identifying demanded programs and selecting buckets for short-term enrollment assistance), our interpretation of the data shows the following:

- **Counseling** shows demand potential in both the Occupational and Competitive Analysis categories.
- **General online degrees** and certificates exhibit demand in both the Degree and Occupational categories.
- A combination of **school administration** and **educational leadership** show demand in both the Degree and Occupational categories.

RNL+Converge Discovery Executive Summary
After two days of meetings with faculty, staff, and students, our team came away with a much deeper understanding of your programs, your operational hurdles, and the growth potential for many of your programs. We feel there are opportunities for many of your programs to benefit significantly from a strategic digital marketing effort.

We heard many of the same themes across numerous programs. Those include:

- Enrollment growth in many programs would not be advantageous, due to either lack of faculty to handle larger enrollments or the desire to keep program numbers small (DALET, MEHP, PhD, possibly Gifted).
• Program offerings can be confusing to the target audiences because of the way degrees/certifications are listed, bundled, described, etc. There needs to be a more descriptive approach to program offerings around outcomes and occupations.

• Personalization and student-focused offerings are important aspects to all offerings at Johns Hopkins Education. Faculty want to offer programs that are tailored to student wants/needs, faculty want to be more than just educators, and students want to know they are receiving a degree that will be relevant in the marketplace to employers.

For this engagement, we are focused on four program focus areas (buckets) that can make an immediate impact on enrollment growth. The combination of our discovery visit, conversations with the core project team at Johns Hopkins Education, and the research provided by Entangled, we have narrowed the potential offerings to include in the buckets down to the following:

• **General Program Awareness for the School of Education**
  o This is the first bucket
  o Deadlines vary
  o Final date on open house is March 21
  o Bucket will include all 29 programs – landing page dropdown will include all programs listed

• **Doctor of Education (EdD)**
  o This is the second bucket
  o Deadline date for 2020 is Jan. 30
  o Tracks (areas of specialization) include:
    ▪ Entrepreneurial Leadership in Education
    ▪ Mind Brain & Teaching
    ▪ Urban Leadership

• **MS in Counseling**
  o Priority deadline for Fall 2020 is Feb. 15
  o Regular deadline for Fall 2020 is April 1
  o School Counseling
  o Clinical Mental Health Counseling
  o Post-Master’s Certificate of Advanced Graduate Study (CAGS) in Counseling
  o Post-Master’s Certificate in Clinical Mental Health Counseling

• **School Administration and Supervision**
  o Rolling deadline
  o MS in School Administration and Supervision
  o Graduate Certificate for School Administration & Supervision
• **Ed Tech Focus Bucket**
  - Scheduled for July (start of the next FY)
  - Rolling deadline
  - MS in Education – DALET
  - Graduate Certificate in Leadership in Technology Integration
  - Graduate Certificate in STEM

**Best Practices/Event-Based Marketing for Select Programs**

During our discovery visit, we discussed providing marketing best practice consultation and conference/event geofencing support for a select number of programs. This would help these programs gain awareness around specific events where faculty present and recruit. Marketing best practice consultation would include tips on how the faculty can tie their programs into thought leadership presentations and how to include program offerings into other opportunities when presenting to target audiences. We can also geofence those events and serve digital ads to attendees so the faculty and their programs stay top of mind, both during the event and for a period time following the event.

Those programs include:

- PhD
- Gifted
- MEHP
- Special Education

**Teach for America/Urban Teachers**

Admissions statistics paired with our campus conversations made it very apparent that Teach for America and Urban Teachers drive a significant portion of your enrollment. However, the combination of external marketing partners for those programs, the complexities of the current arrangements (protection of lists, how you are able to communicate with potential students, etc.), and the overall national enrollment decline in those programs allowed us to focus on other areas for this short-term engagement. New approaches to these programs and how they fit in the overall Johns Hopkins School of Education long-term plan is a conversation we would like to continue.

**General Program Awareness for the School of Education**

This program focus area will drive prospective students to a landing page where they can self-select any master’s or certificate program Johns Hopkins School of Education offers. We have taken this approach in the past with numerous clients that want to raise awareness around the entire group of offerings from the school and embrace a narrative surrounding the programs.

In order to reach a larger target audience, with varying demographic and interests, we will need to create a message strategy that speaks to the Johns Hopkins School of Education experience as a
whole, not just specific programs. We are in continued conversations with your core project team about the direction of this messaging, but some potential directions we heard on campus include:

- Graduating students who understand and produce rigorous work. Understand data and why it’s important, but have the ability to apply that data and make it useful.

- Importance of your location – “learn from Baltimore but apply that knowledge to the world.” Learning from the complex problems in Baltimore and applying solutions in other places. Making outcomes tangible.

- Students are surrounded by vast offerings and can pull insights from different areas. Safe and Healthy Schools, Center for Talented Youth, etc. Pulling in experiences outside of your chosen degree.
MS in Counseling

Counseling was included as a program focus area for two main reasons:

- The program is in need of marketing support to offset the temporary loss of accreditation
- Market research shows that counseling is in demand from both a degree completion and labor market perspective

It’s expected that there will be some market share loss for the recruitment classes when accreditation won’t be guaranteed. Even though accreditation will be retroactive, including any language about accreditation loss or the process in recruitment marketing is not a sound strategy. Those conversations will have to be driven by admissions staff and counseling faculty on a more one-to-one level with inquiring students.

The addition of a targeted marketing plan for the counseling program should offset some of the enrollment concerns around accreditation. Prospective students will be receiving marketing messages that speak to the prestige of the degree, potential employment outcomes, and ability to make a true impact in society.

Additionally, the Entangled research report outlines the growth opportunities in counseling (slides 22 and 35 in particular). Johns Hopkins counseling programs are underperforming against national enrollment trends, but the occupational forecast shows jobs with these degrees will grow 16 percent from 2016-2026 (additional 89,100 jobs). From a data perspective, counseling has great growth potential if we can overcome the accreditation issue.

Doctor of Education (EdD)

The EdD program is included for a variety of reasons:

- It has helped drive enrollment numbers at the school, which shows demand, and that demand will increase with a strategic marketing effort
- The competitive advantages and differentiating factors of the program, as described by faculty and admissions staff, will help make a compelling marketing message strategy
- Market research shows degree demand data is still favorable in this program (Slides 24-25, 30).

During our discovery conversations, it was apparent that the EdD program has very strong market awareness, clear program direction, and the ability to grow. We heard from faculty that students “begin as practitioner-scholars and leave as scholar-practitioners.” The program is 100 percent online, the applied dissertation really sets the program apart, and one of the goals is “exploring and trying to address a program within their professional context.”

The target audience goals are clear (transition into higher ed and entrepreneurial tracks), the demographics are clear (wide age range but median of 39, 73 percent female, targeted states to consider, etc.), and the national reputation/rankings combine to make this a very strong offering.
School Administration and Supervision

Similar to EdD, the MS in School Administration and Supervision is a recommendation for a variety of reasons:

- It has helped drive enrollment numbers at the school, which shows demand, and that demand will increase with a strategic marketing effort
- Faculty reiterated a desire to grow and the capacity to increase enrollment
- The program aligns with overarching mission strategies we heard from leadership

One particular theme came through during our discovery conversation and it was "global reach and local impact." That is a very powerful message when looking at not only the impact the program has in Baltimore, but the environment students learn from and how they can apply that to anywhere they are employed.

We also heard that having the Hopkins name on the resume helps students "circumvent the line" for hiring. Most districts choose candidates through previous relationships, but alums say the Hopkins credential is a difference maker.

The outcomes, experiences, and employment opportunities from this program also align with some of the mission goals we heard from leadership. Areas like making an impact both locally and globally and the practical application of advanced degrees fit into this offering.

Two major obstacles with this program as it relates to a short-term digital marketing campaign also need to be considered:

- This program has extremely high qualification standards. It will take a considerable effort to find and target right-fit students through a digital campaign that have met all of the qualifications for this program.
- The Jan. 31 deadline makes it very difficult to have an immediate impact on Fall 2020 enrollment. Combining a high level target audience with a short deadline turnaround is not ideal.

Ed Tech Focus

This idea developed after meeting with leadership and hearing one of the future focus areas for the school surrounds the use of technology in the classroom and becoming experts in that field. We heard a lot about DALET during our time on campus and can see that program concept as a focal point in long-term planning. Rolling in the other tech-focused certificates could create a message strategy surrounding the constant need to be proficient in these areas within education.

Potential areas of strength around this concept include:

- Offered 100 percent online which opens the market to a larger audience
- Focal point of leadership and dedication to innovation around the offering
- The concept of tech-focused degrees in higher education is becoming popular, both in higher education and in the job market

When looking at a digital marketing campaign strategy, it must be assumed that leads and conversions will increase. We need to look at capacity and how that could impact efforts. Some concerns around this focus area include:
• During our visit, we were told the DALET program is at 90 students (current fall count is 56) with only two full-time faculty and approximately 10 adjuncts, with students having “little to no” academic advising assistance.

• It’s also difficult to tie any current market research completed into this focus area. It’s safe to assume that anything technology related will show demand, but unlike other offerings in this summary, nothing surrounding the topic rose to consideration in the Entangled report.

In Closing

The RNL+Converge team was able to gain a high level of insights into all of the Johns Hopkins Education offerings. Many of the discovery meetings will be helpful in determining long-term enrollment plans and marketing strategies. The information included in this summary defines the areas we feel could have the largest short-term impact on enrollment and data benchmarking exercises.