Getting the Message Out: Using Web Video to Present Institutional Research

Presented at the 2010 AIR Annual Forum

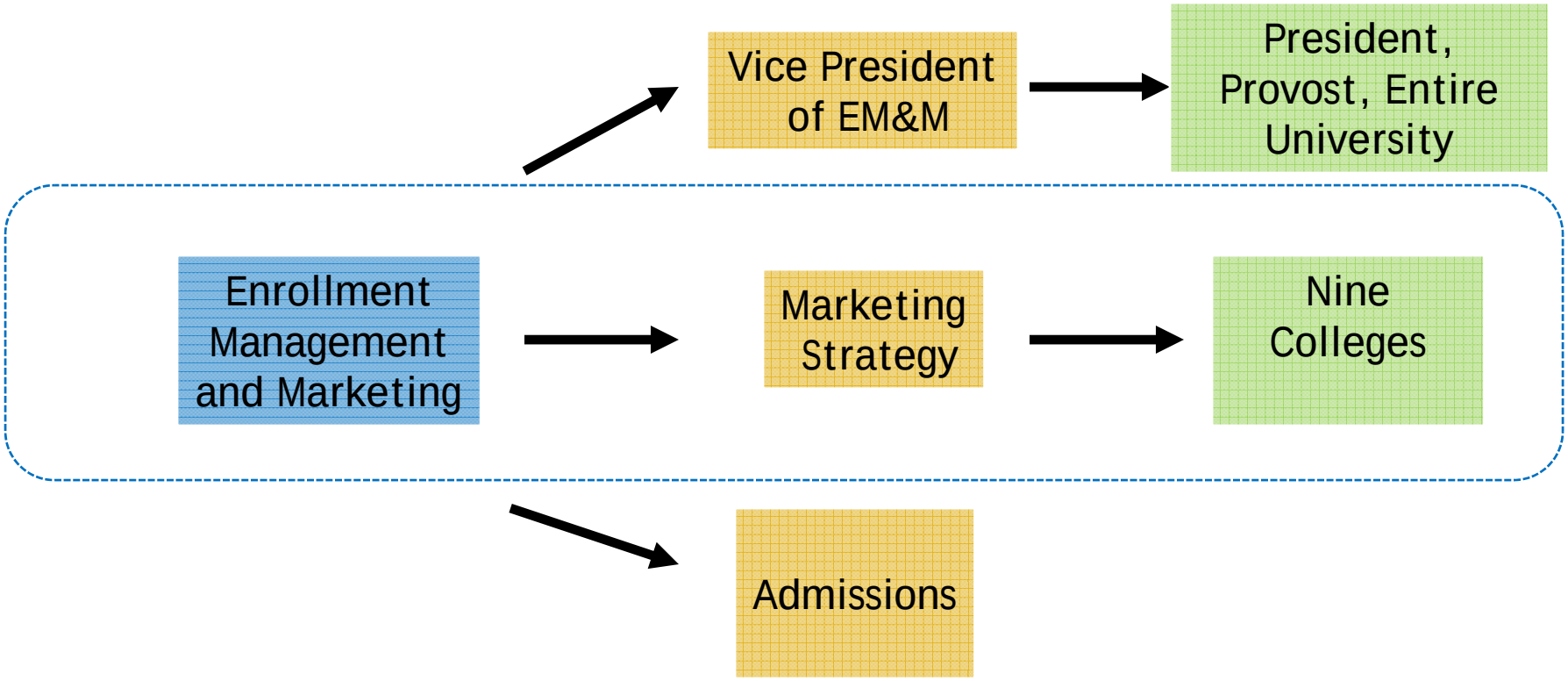
Tracy Mohr and Susan Stachler, Senior Research Associates
Office of Enrollment Marketing and Research
June 2010

DePaul University

- The largest Catholic university in USA
- Eighth largest private university
- Fall 2009 total enrollment: 25,072
- Nine colleges
- Six campuses in the Chicagoland area.

www.depaul.edu

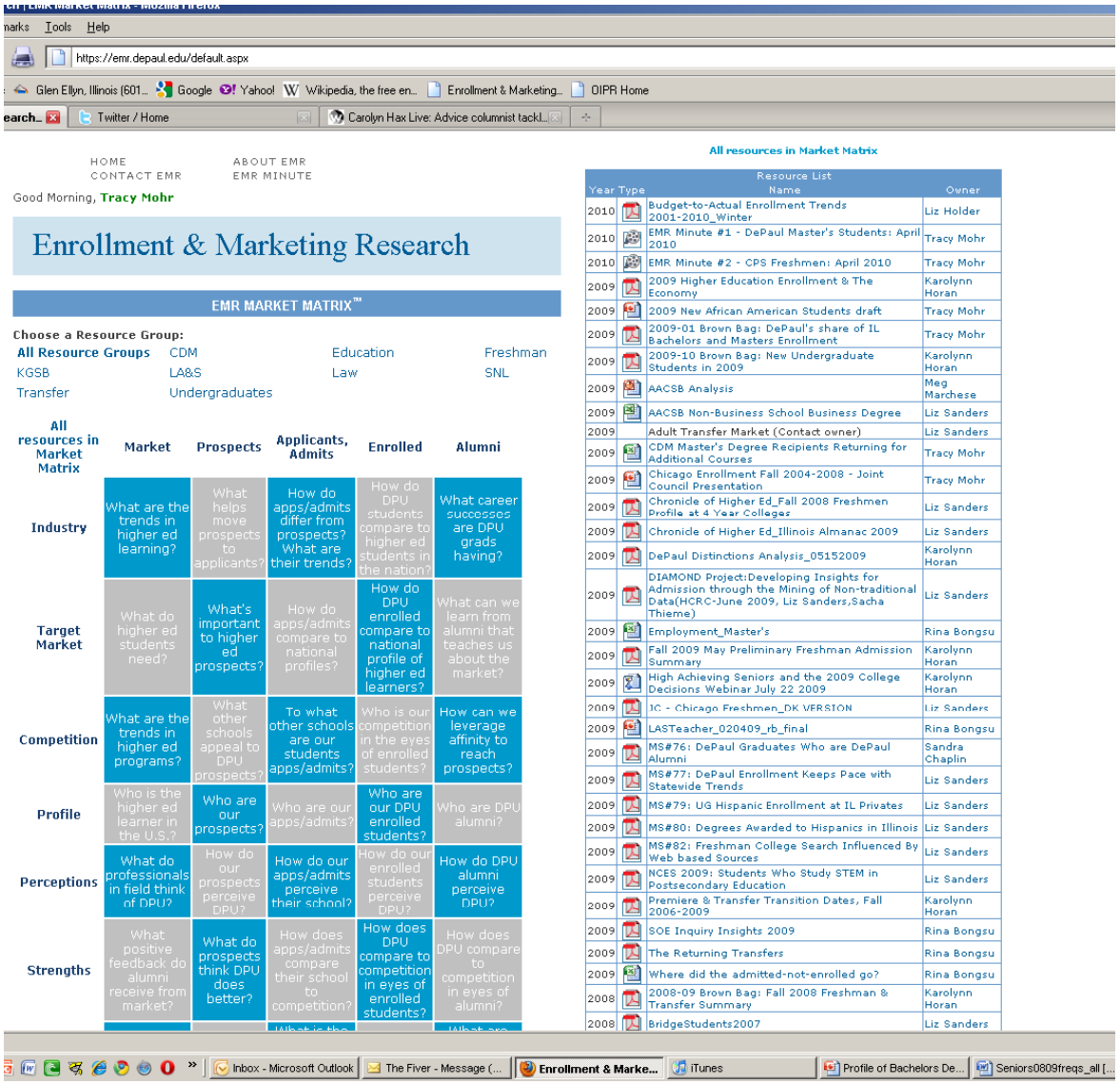
Enrollment Management & Marketing (EMR) serves three primary groups, providing knowledge that helps us understand market position and prominence.



EMR needed a library to store knowledge

ALUMNI TYPOLOGY RESEARCH
GEOGRAPHIC ANALYSIS
DEMOGRAPHIC ANALYSIS
MARKET ATTRIBUTE ANALYSES
ILLINOIS ENROLLMENT ANALYSIS
PROSPECT AWARENESS SURVEY
CLEARINGHOUSE ANALYSIS
PYRAMID ANALYSIS
GRADUATE ADMITTED STUDENT QUESTIONNAIRE
COMPETITIVE ANALYSIS
GRADUATE ADMISSION REPORT
TUITION REIMBURSEMENT

FINANCIAL FITNESS SURVEY
EMPLOYMENT SURVEY
NON-TRADITIONAL STUDENTS
TRANSFER ADMITTED STUDENT QUESTIONNAIRE
FACT FILE
PLACEMENT STUDY
STUDENT SATISFACTION SURVEY
SENIOR SURVEY
RETENTION & GRADUATION RATES
ALUMNI LEARNING OUTCOMES
CAMPUS PREFERENCE SURVEY
SOCIAL NETWORKING



The EMR Market Matrix™ is the library.

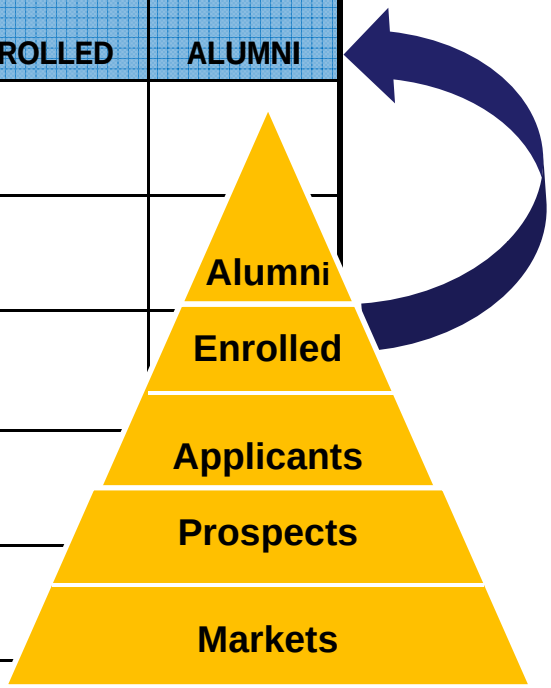
The Market Matrix™ is designed to provide focus to the intersections of two dimensions: what is the question we want to answer and what knowledge do we have to answer it?

PYRAMID LAYER

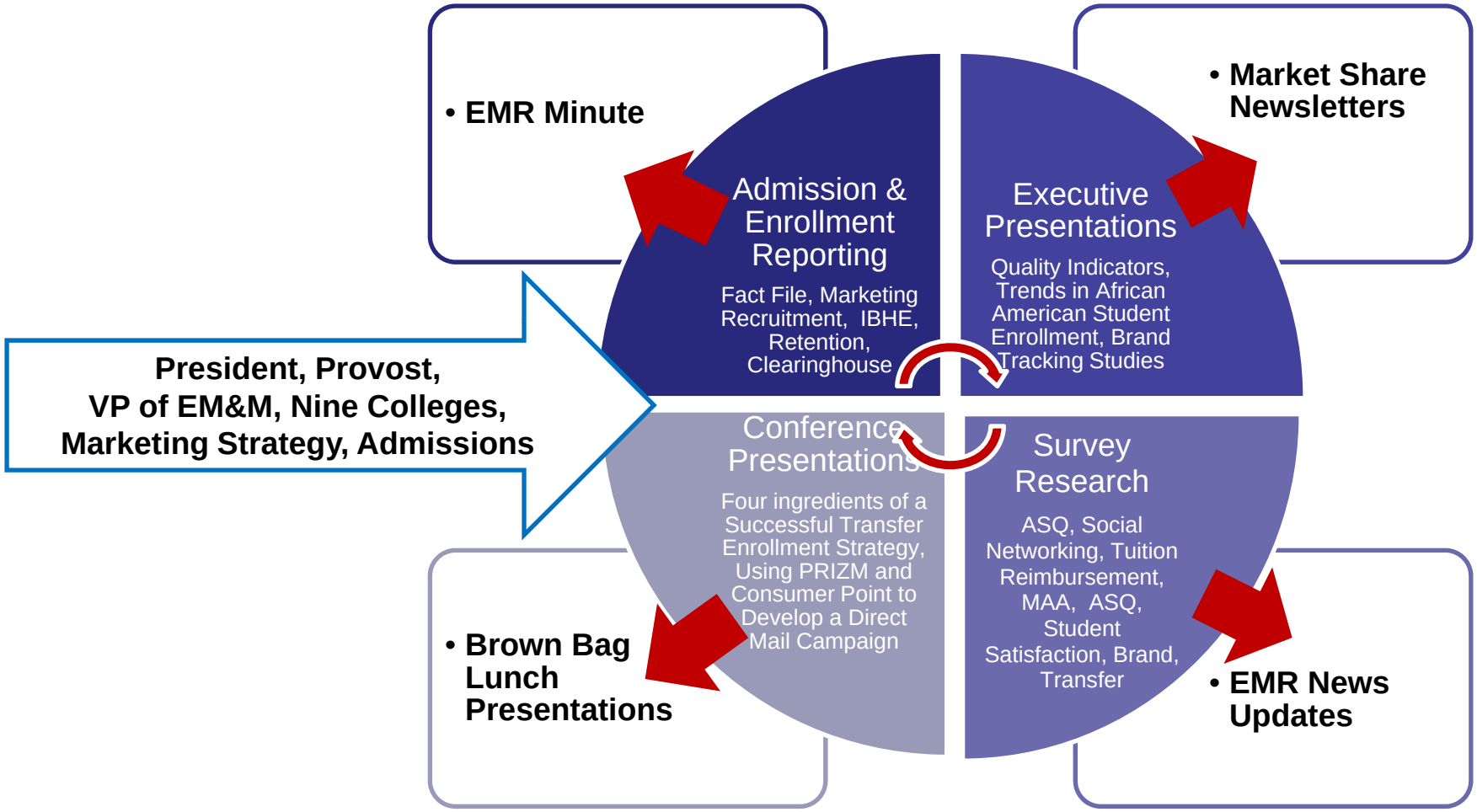
EXTERNAL FOCUS

INTERNAL FOCUS

	MARKET	PROSPECTS	APPS & ADMITS	ENROLLED	ALUMNI
INDUSTRY					
TARGET MARKET					
COMPETITION					
PROFILE					
PERCEPTIONS					
STRENGTHS					
PERFORMANCE MEASURES					



Storing knowledge in the Market Matrix™ was not enough – we had to find ways to disseminate our work university-wide.



Getting the Message Out

- **Getting EMR's Message Out at DePaul**

Getting the Message Out

- **Getting EMR's Message Out at DePaul**
- **Adding Video To The Mix (or, Don't Try This At Home)**

Keys to a High-Quality Video Spotlighting Academic Research

1. Do not attempt to self-produce the video. If your institution has video facilities available, pay them a visit and find out if they can be used. Use them if at all possible.

“I have a screenplay for you to read.”

“The Illinois Board of Higher Education has released its 2007 data, and DePaul continues to enroll more master's students than any other institution in Illinois. DePaul enrolled more than 7,000 master’s students in 2007, an increase of 18% in the last ten years.

While DePaul’s growth of 18% was slightly less than the statewide growth in master’s enrollments of 26%, it was greater than eight of the fifteen largest institutions in the state (including U of I, UIC, and NIU).

This growth was propelled by the School of Computing and Digital Media, the College of Liberal Arts and Sciences, and the School of Communication, where master’s enrollment more than tripled from 2003 to 2007.

While KGSB enrolls the most master’s students, CDM now enrolls nearly as many, growing 50% from 1998 to 2007. CDM enrolls almost 40% of all Illinois master’s computer sciences, and more than three times the number of master’s students as the second largest institution.

With the first of what will (hopefully) be many EMR Minutes, I’m Tracy Mohr.”

The length of the first draft was pretty much guessed at.

It came out at 172 words, and took nearly two minutes to read.

There are at least four data points for the viewer to remember.

Keys to a High-Quality Video Spotlighting Academic Research

1. Do not attempt to self-produce the video. If your institution has video facilities available, pay them a visit and find out if they can be used. Use them if at all possible.
2. Keep the script under one minute. Time readings and edit ruthlessly to reach this goal.

Keys to a High-Quality Video Spotlighting Academic Research

1. Do not attempt to self-produce the video. If your institution has video facilities available, pay them a visit and find out if they can be used. Use them if at all possible.
2. Keep the script under one minute. Time readings and edit ruthlessly to reach this goal.
3. Keep graphics simple yet effective.

Getting the Message Out

- **Getting EMR's Message Out at DePaul**
- **Adding Video To The Mix (or, Don't Try This At Home)**
- **First Version (or, Green Screen!)**

First Version (or, Green Screen!)

The EMR Minute makes its debut

Getting the Message Out

- **Getting EMR's Message Out at DePaul**
- **Adding Video To The Mix (or, Don't Try This At Home)**
- **Making Movies (or, Green Screen!)**
- **The Critics Speak (or, "He runs the gamut of emotions from A to B")**

Keys to a High-Quality Video Spotlighting Academic Research

1. Do not attempt to self-produce the video. If your institution has video facilities available, pay them a visit and find out if they can be used. Use them if at all possible.
2. Keep the script under one minute. Edit ruthlessly to reach this goal.
3. Keep graphics simple yet effective.
4. Accept constructive criticism in the spirit in which it is offered.

Getting the Message Out

- Getting EMR's Message Out at DePaul
- Adding Video To The Mix (or, Don't Try This At Home)
- First Version (or, Green Screen!)
- The Critics Speak (or, "He runs the gamut of emotions from A to B")
- Making Changes (because even Scorsese does it)

Keys to a High-Quality Video Spotlighting Academic Research

1. Do not attempt to self-produce the video. If your institution has video facilities available, pay them a visit and find out if they can be used. Use them if at all possible.
2. Keep the script under one minute. Edit ruthlessly to reach this goal.
3. Keep graphics simple yet effective.
4. Accept constructive criticism in the spirit in which it is offered.
5. Review, suggest, and make changes in face-to-face meetings. Do not attempt to do so by phone or e-mail.

Getting the Message Out

- Getting EMR's Message Out at DePaul
- Adding Video To The Mix: or, Don't Try This At Home
- First Version (or, Green Screen!)
- The Critics Speak (or, "He runs the gamut of emotions from A to B")
- Making Changes (because even Scorsese does it)
- The Finished Product (or, "I laughed, I cried, I went home")

The Finished Product
https://emr.depaul.edu/EMRMinuteList.aspx

“Hello, I’m Tracy Mohr, and this is the EMR Minute.

DePaul continues to enroll more master's students than any other institution in Illinois, according to the Illinois Board of Higher Education’s annual enrollment report. DePaul enrolled more than 7,200 master’s students in 2008; this is the thirteenth consecutive year that DePaul has had the most master’s students in Illinois.

Master’s enrollment at DePaul grew by 13% from 1999 to 2008. While DePaul’s growth during this time was less than the overall statewide growth rate, it was greater than seven of the fifteen largest institutions in the state (including Loyola, U of I, and Northern Illinois).

With the EMR Minute, I’m Tracy Mohr.”

112 words, just under one minute to read.

Conclusions

Web-based video is another tool for institutional research offices to expand their audience. Used intelligently, this can increase our presence within the institution and spotlight issues of importance. It can also be used as an introduction to our office, thereby expanding our visibility.

Keys to a High-Quality Video Spotlighting Academic Research

1. Do not attempt to self-produce the video. If your institution has video facilities available, pay them a visit and find out if they can be used. Use them if at all possible.
2. Keep the script under one minute. Edit ruthlessly to reach this goal.
3. Keep graphics simple yet effective.
4. Accept constructive criticism in the spirit in which it is offered.
5. Review, suggest, and make changes in face-to-face meetings. Do not attempt to do so by phone or e-mail.

Getting the Message Out

- Getting EMR's Message Out at DePaul
- Adding Video To The Mix (or, Don't Try This At Home)
- Making Movies (or, Green Screen!)
- The Critics Speak (or, "He runs the gamut of emotions from A to B")
- Making Changes (because even Scorsese does it)
- The Finished Product (or, "I laughed, I cried, I went home")
- Conclusions