DECEMBER 14, 2021

MARKETING COMMUNICATIONS, STRATEGIC PLAN

PREPARED BY:
CAMP RANDALL COMMUNICATIONS

PREPARED FOR:
UW-MADISON DIGITAL STUDIES CERTIFICATE PROGRAM

Source: UW-Madison Digital Studies Certificate Yearbook page


Mckenzie Miller


Ivis Estrada


Ben Moody


Olivia Fulton


Rebecca Magee


Sabine Hansen


Rachel Clark


Maddie Mansukhani

ABOUT US

Camp Randall Communications is a full-service strategy firm dedicated to producing research-backed and results-driven campaigns and tactics for every client.

For this casebook, our research and strategy is specifically focused on the intersection of UW-Madison's Digital Studies Certificate and STEM students. Our team has worked closely to conduct secondary and primary research; pulling key data and transforming it into actionable insights and strategy.

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W DIGITAL STUDIES

x STEM

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SITUATION SUMMARY

Summary of secondary research used to formulate SWOT analysis, key implications, issues & opportunities, and basis for primary research

MACRO ENVIRONMENT

The students who are aware of the Digital Studies Certificate (DSC) are likely mainly humanities students due to the amount of overlap within the certificate coursework (1). As of 2019, 67% of University of Wisconsin-Madison students are White, 6% are Hispanic or Latino and 2% of students are Black(2). UW-Madison does not discriminate against students for age, race, gender, or sexual identification (3). Most of the students are from Minnesota, Wisconsin, Illinois and California (4). The number of students from Fall 2020 to Fall 2021 increased from 45,540 to 47,936 (5). University of Wisconsin-Madison currently has about 6,480 international students with 3,232 of them being undergraduate students (5). The majority of international students originate from either China or India (2).

In the field of digital media, 45.1% of all digital marketing associates are women and 47.4% are men (5). The average age of an employed digital marketing associate is 36 years old and are mostly White (68.6%), Asian (12.9%) or Hispanic/Latino (10.2%) (6). Graduates of digital studies programs are able to get several jobs involving digital and digital media. This includes, but is not limited to positions as video editors, social media monitors, graphic designers or web developers.

In Madison, WI specifically, the COVID-19 pandemic still holds major influence over the school and surrounding community. The COVID-19 pandemic has pushed education online, therefore more digital studies education started popping up (7).

At UW-Madison, most students take between 14-15 credits every semester on a four year schedule (2). Currently, within the Digital Studies program, there are not enough prerequisite class spots for all the students beginning the certification process. Limited funds for marketing and advertising are present within the Digital Studies Certificate and potentially holding back the growth of the curriculum.

Source: https://www.salesforce.org/stories/university-of-wisconsin-madison/

Key Implications: The digital media environment presents opportunities to frame the certificate to reinforce the wide range of careers and possibilities within the digital field. The incoming Freshman classes are growing, presenting an opportunity to capitalize on the new market and grow the DSC program alongside the university.

INDUSTRY, CATEGORY, SEGMENTS

The growth of the digital sphere is increasing exponentially as more technology gets introduced to the world. The number of mobile Internet connections is expected to increase at an annualized rate of 2.6% over the next five years (8). Net neutrality relegations are ever changing and exposure to data is ever-present in today's society. Investment in computers and softwares increased by 7.1% in 2020 (8). It's safe to say that the world of digital is not going away. Currently, digital online hubs are being created all over the world to share information and research (9).

Job growth has rapidly increased in high-digital level occupations, such as computer-mathematical and business-finance occupational groups. Revenue in the global digital media industry is expected to hit $292.4B in 2021 (10). Jobs in the media and communication industry are expected to grow by 14% and result in 151,500 more jobs by the year 2030, much faster and greater than averages across all industries (11).

As of right now, more than 8 in 10 middle-skill jobs (82%) require digital skills, a 4% increase since 2014 (12). Digitally intensive middle-skill jobs pay more than non-digital middle-skill jobs. Overall, middle-skill jobs that demand digital skills average $20 per hour; those with advanced digital skills in IT networking or CRM software can command salaries at or above $28/hour, which places them in the top quartile of all earners (12). Digital middle-skill jobs represent roughly 38% of overall job postings (12). Digital skills and digital literacy have become a minimum standard for middle-skill jobs in most other sectors.

14%

expected increase in media and communications job industry

7.1%

increase in computer and software investments, 2020

82%

of middle-skilled jobs require digital skills

Key Implications: Revenue, funding, professional careers and digital technology as a whole is growing rapidly in terms of numbers and usage; The DSC program can highlight these key messages by framing the certificate to reinforce the importance of digital usage.

BUSINESS REVIEW

The digital studies certificate program is made up of six individuals who serve as an executive committee. The department has chairs from Communication Arts, The School of Journalism and Mass Communication, English, Art and Information School along with Amy Schulz, the Advisor and Program Coordinator, and Peter Sengstock, the Computer Media Specialist (13). There are four disciplines within the certificate program, including digital information structures, digital media, digital forms and digital practices (14).

There are no current regulations regarding application deadlines, or any application at all. This allows students to silently progress through the certificate without ever officially declaring (15). The certificate program offers over 50 courses that apply to the certificate across many different majors and hits all of the four disciplines that are a part of the certificate as a whole15. Students learn practical skills such as web design, video editing, photography, database management, illustration, graphic design, etc. Students then finish it all off with a capstone course designed to create a portfolio of all of the work that they have created throughout their coursework in the certificate (15). This portfolio can be used by current and graduated students to showcase their completed work to potential employers. Within the program, each student is able to customize their path through the DSC program, as long as all core courses are fulfilled.

Additionally, students have access to various resources all over campus like the DesignLab, Software Training for Students (STS), Lynda.com, as well as Software through DoIT at little to no cost16. Digital Gigs is a short-term job posting platform through the certificate set to ensue in the upcoming years. Professional growth and development opportunities are present through campus resources, as well as alumni connections.

Source: https://digitalstudies.wisc.edu/

Key Implications: Students who wish to complete the certificate, but are unsure if they can finish it in time, are able to silently progress without official declaration; this affects current DSC numbers. The DSC provides a customizable path for each individual to fulfill the requirements and tailor to the skills they wish to learn.

BRAND REVIEW

The Digital Studies Certificate program is currently branded across campus as a certificate almost exclusively for communications majors. This is specifically due to the fact that course options are solely pulled from departments that work in communications. This represents a lack of integration with STEM majors and other departments, despite the strong connection with the Technology sector. Additionally, the careers section of the DSC program provides no insights into possible career paths; which is especially unhelpful for current STEM majors.

The DSC program values connecting UW students across disciplines to explore the relationship between communication and digital technologies. They position themselves as a unique access to courses and technologies across creative disciplines that might not be accessible otherwise. The Digital Studies Certificate website quotes: “The Digital Studies curriculum provides students the opportunity to both produce digital content and critically assess the digital content they encounter (15).” Regardless of this emphasis on the intersection between digital studies and technology, the DSC offers only three Computer Science courses versus 34 Communication Arts courses (78).

The DSC is branded very closely to generic University guidelines, but there is no current, consistent logo across social media or their website. All color schemes, logos, and other branding materials have no unique or universal branding, which presents no point of differentiation from other certificates.

Source: https://www.youtube.com/channel/UCa_VGwXbCTePn9Exvz0s6gQ?app=desktop

Key Implications: Current DSC branding is basic and follows UW guidelines, but presents no point of differentiation from other certificates. There is also an opportunity to improve technology focus within course offerings in order to fulfill published values, which may be a main focus for future primary research.

TARGET AUDIENCES

CURRENT AUDIENCE

- Journalism, Com Arts, Marketing, English majors
- 20-22 years old
- Female (79.5%)
- Organized, open-minded
- Creative
- White (73.4%)
- Type A

DESIRED AUDIENCE

- Science, Technology, Engineering or Mathematics (STEM) majors
- Enjoy learning about digital technology
- Keep up with tech developments
- Consider themselves “early adapters
- Intelligent, well-informed

Key Implications: The DSC lack of diversity follows the pattern of UW-Madison’s demographics, but the program should aim to stray from the university demographic status quo. Current and targeted audiences are future oriented, creative and open to new ideas, so these aspects of the DSC program should be highlighted in messaging.

INFLUENCERS

1 WORD OF MOUTH

Word of mouth is a key influencer of the Digital Studies Certificate program. People let others know about the Digital Studies Certificate program when they get asked about their major. People don't always know about the certificate right away, so those who are enrolled can give easy context to make sure individuals understand the full scope.

2 MAJORS FAIR & SOAR

The majors fair and SOAR are also important influencers for the DSC program. DSC has it's own booth at the in-person majors fair, but this has not been revived since COVID. SOAR also has access to all of the College and Letters and Science students and it would be very easy to promote it during the summer program. Elements of the certificate program that meet general requirements could be introduced right away to students who have interest in digital studies.

3 FACULTY & STAFF

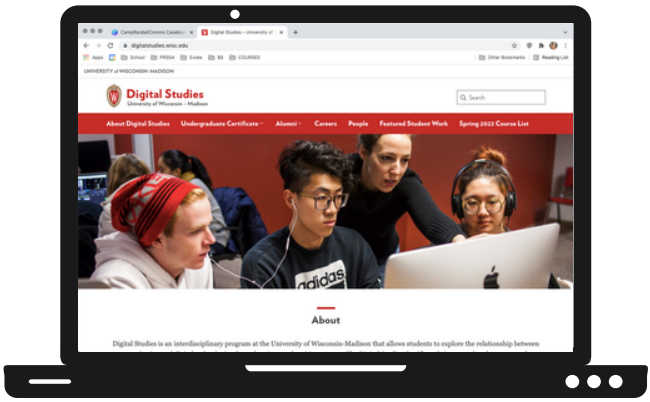
One influencer that can push students to enroll in the DSC certificate is faculty and staff members in associated departments. Professors are likely to bring this opportunity up in class and let students know how to get started. They are also likely to let students know of their courses that fulfill one of the certificate requirements. Professors of introduction level classes are especially influential in guiding the course load of underclassmen students.

Key Implications: The DSC Program has a tremendous amount of groups and people backing their ideas, and the program should be utilizing those people/groups to their advantage. SOAR leaders and advisors, specifically Letters & Science advisors, are extremely important in directing underclassmen towards the DSC program.

CURRENT MARKETING PLAN

The Digital Studies certificate allows people to pursue further knowledge of digital technology and how it impacts the way people receive and give out information. The certificate covers four different areas of digital studies as well as having core classes and a one-credit capstone course (15). The digital studies courses take place with either in-person, hybrid or online courses. There are different courses offered each semester throughout departments.

Declaring the digital studies certificate is completely free, with no application or processing fee. Students can simply fill out a paper or online form and turn it into the advisor (15). The DSC program does not pay to promote their marketing efforts anywhere, as they mainly utilize free methods for promotion.



Source: https://digitalstudies.wisc.edu/

Most of their marketing is done via social media and email. Pamela Garcia sends out weekly update emails with professional opportunities, professional development classes/articles, alumni news and campus fairs (22). The website also has numerous helpful pages outlining the certificate and the resources that accompany the program. The website gives clear instructions on how to declare the certificate and highlights the fact that there is no application process involved. However, the fact that the DSC allows you to choose your own path with the classes you want is not heavily marketed on the website, despite being an important aspect of the program itself. There are essentially no promotions or outreach specifically to underclassmen or STEM students

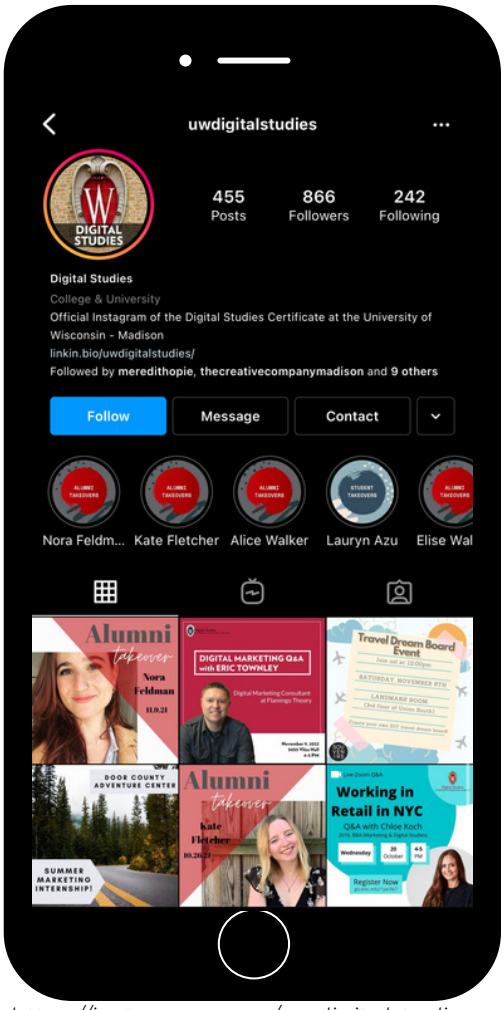
The Digital Studies Certificate Instagram page is the primary form of communication to their target audience. DSC has gained over 800 followers, but outreach is still limited to only one social media platform (23). Many other digital studies programs utilize other platforms such as Twitter to engage with and spread their messages to their ideal consumer. There is a lot of easy and free opportunity to reach audiences in a much more casual dialogue string by utilizing Twitter to promote their efforts towards target consumers. This will be further discussed in the social media audit and content strategy sections.

Key Implications: The DSC program owns the space to utilize Twitter, but is not doing so, which presents an opportunity to use the network more frequently and effectively. The ability to choose a customized and unique pathway within the DSC program is not marketed enough anywhere. There is also a lack of outreach and marketing directed towards underclassmen and STEM students.

SOCIAL MEDIA AUDIT: INTERNAL ANALYSIS

The Digital Studies certificate at UW-Madison utilizes Instagram as their sole social media platform. The account's handle is @uwdigitalstudies, and content typically is posted three to five times per week (24). As of September 28, 2021, the account has 842 followers (24). The DSC account's following has grown 52% since September 17, 2020, with an increase from 553 to 842 (23). More recently, since June 29, 2021, the account's following has grown 4%. From June 30th to September 27th, the account has reached 1,746 people which is a 30% decrease from April 1st to June 29th (23). This reach is composed of 537 of the account's followers and 1,209 accounts who are non-followers (23). A Twitter account with the handle @DS_UWMadison was created in September of 2012 and currently has 168 followers, however it has not been active since September 8, 2017 (25). In addition, the DSC has a Facebook page titled "UW-Madison Digital Studies Certificate" that has accumulated 37 followers, but has been inactive since July 29, 2020 (26).

In terms of content type based on reach, the account's posts reach far more people than their stories or IGTV videos. In the last 90 days, posts reached 2,120 accounts, while stories and IGTV videos only reached 422 and 242 accounts, respectively (23). Over the last 30 days, the DSC's account reached 689 accounts, which is a 31% decrease compared to July 30 - August 28 (23). With the data that we were able to view, there is no apparent causal factor for this outcome. Over this same period of time, the account's posts totaled 610 likes, 27 comments, ten saves and 51 shares (23). Story engagement is significantly lower than this number, as only six replies and one share were seen during the same time span (23). Both Instagram Reels and Live Video posted by the account received zero interactions, and IGTV videos totaled 12 likes and 25 shares (23).

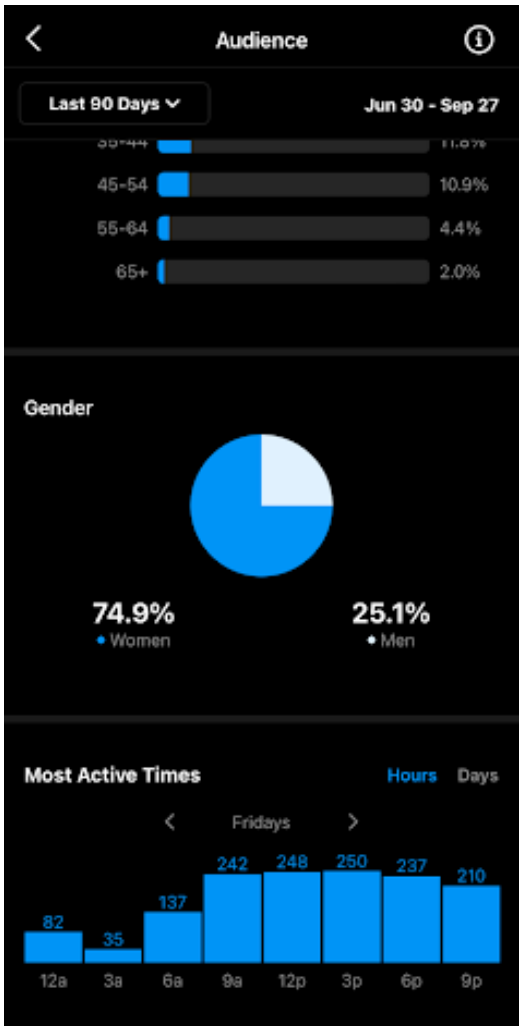


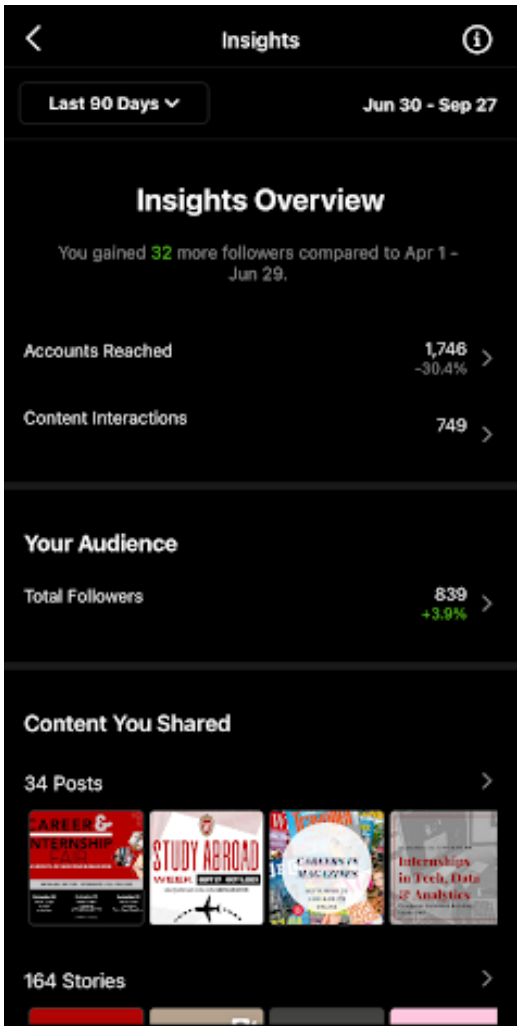
Source: https://instagram.com/uwdigitalstudies

SOCIAL MEDIA AUDIT: AUDIENCE ANALYSIS

In regards to profile activity, the account has had 591 profile visits over the past 90 days, which is a 42% decrease from April 1–June 29 (23). On the contrary, website visits saw an increase of 56%, totaling 50 over the past 90 days (22). The most popular times when the account's followers are active are during the late afternoon, typically between 12:00 p.m. and 6:00 p.m. on weekdays (23).

The Digital Studies certificate's Instagram account has an audience that consists of 75% women and 25% men (23). The primary age range of these individuals is 18-24, with 45% of the account's audience being within this age group (23). Secondary audiences include 25-34-year-olds and 35-54-year-olds, who create 26% and 23% of the audience, respectively (23). 47% of these individuals reside in Madison, while 5% are located in Chicago (23). It is safe to assume the older demographic are recent alumni.





Source: DSC Instagram Analytics, via Amy Schultz

SOCIAL MEDIA AUDIT - COMPETITIVE

As will be discussed later, the three main competitors that our agency identified are the Data Science Certificate, the Entrepreneurship Certificate and the College of Engineering. In addition to these three UW-Madison competitors, we conducted research into the University of Michigan's Digital Studies Institute, a top Role Model University.

The UW-Madison Data Science department communicates with their audience through the Twitter account @datascience_uw (27). This account, which joined the platform in August of 2018 has amassed 848 followers as of October 4th, 202127. Since that time, the account has posted 480 tweets and retweets (27). Its audience consists of 35-44 year old females, 68% of which have received a higher education (28). Top post interests include computing technology, science and education (28). Out of the 1,310 total posts concerning the data science's Twitter account posted over the last year, 72% of them are sentimental, with an overwhelming 98% being positive (28). The account received a 96% low influence rating, and the top influencers, driving most of the conversations about the account, are being driven by professional sources, not current undergraduates (28).

The Entrepreneurship Certificate communicates with their audiences through the UW-Madison School of Business Instagram account @wisconsinschoolofbusiness (29) and Twitter account @UWBusiness (30). The Twitter account was created in October, 2009 and has a total of 5,273 followers (30). Since 2009, the account has posted 7,436 tweets and retweets (30). Their Instagram has 1,458 followers and 251 posts (29). Among the 4,920 universal posts relating to both the business school's accounts that were posted in the last year, they have totaled 440,000 impressions and have reached 65,200 accounts (28).

This Twitter audience consists of 25-34 year old males, 63% of which have received a higher education (28). Top post interests include professional school, college education and startups28. According to Atlas Infegy, 80% of posts related to the accounts are sentimental, with 93% of them being positive, however they only received an average passion score of 44. Top influencers for the account include UW-Madison, @WallStCynic and @UWbadgers (28). This is similar to the data that was found when looking at the Data Science Certificate, as there is little to no conversation generated from undergraduates about the account.

Key Implications: Students are not talking about academics on social media as often as outside sources, such as alumni and University professors, which may indicate a lack of online interest among our target audience. Therefore, non-social sources of information are more important than may be expected; in-person events, emails, influencers and the website will be vital to DSC marketing.

SOCIAL MEDIA AUDIT - COMPETITIVE

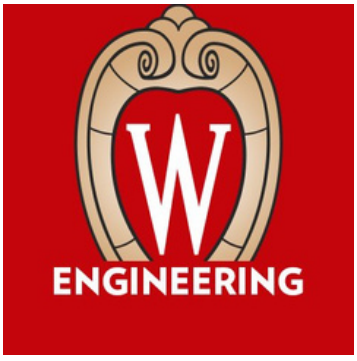
A secondary way in which the UW-Madison's business school promotes follower engagement on social media is through the use of the hashtag #businessbadgers (31). Over the past year, a total of 1,220 posts have been made featuring this hashtag on both Instagram and Twitter reaching 11,700 accounts and garnering 113,000 total impressions (29). 96% of posts featuring this hashtag are deemed sentimental by Atlas Infegy, with 94% of them being positive. This could indicate that the DSC should implement a hashtag when devising a creative social media strategy in order to drive engagement and consolidate their posts towards their audience. The hashtag's audience consists of 25-34 year old males, 80% of which have received a higher education (28). Top post interests include education, personal celebrations and life events and vocational training.

The College of Engineering communicates to their audience through their Instagram account @uwmadengr (32) and their Twitter account @UWMadEngr33. The Twitter account was created in May, 2010 and has 7,034 followers and 14,000 tweets and retweets (33). Their account functions majorly to display achievements of students and alumni, discuss events and promote the offerings and benefits of the college itself. With a following of 2,901 accounts and 323 posts, their Instagram features content about students, current research, ongoing experiments, events and scholarships offered (32). Over the past year, 6,950 posts have been made concerning the two accounts, totalling 725,000 impressions and 196,00 reached accounts (28). 71% of these posts have been deemed sentimental by Atlas Infegy with 89% being positive (28).

Collectively, the College of Engineering social media audience is 25-34 year old females, 70% of which have received a higher education (28). Top post interests induce the Biotech and Biomedical Industry, Student Financial Aid and Business Expos and Conferences. In concurrence with the other competitor's accounts, 97% of users participating in the conversation have low influence ratings, with much of the conversations being pushed by institutional accounts (28).

Source: http://twitter.com/datasceince_uw

Source: https://wisconsinsbdc.org/centers/madison/classes/



Source:https://mobile.twitter.com/uwmadengr

SOCIAL MEDIA AUDIT - COMPETITIVE

Outside of UW-Madison, a major institution that offers a digital studies minor is the University of Michigan. They operate solely on Twitter under the handle @UmichDigital, where they have been active since October 2020 (34). In that short period of time they have amassed 482 followers and have tweeted and re-tweeted 141 times (34). Over the course of these tweets, the account has reached 57,900 profiles and garnered 74,000 impressions (28). 75% of these posts have been deemed sentimental by Atlas Infegy, with 99% of them being positive.

@UmichDigital's audience is females over 65 years old, 50% of which have received a higher education (28). Top post interests include student financial aid and Artificial Intelligence. The main influencers for this account include the University of Michigan's Arts and Culture account (@umicharts), the ECU Professor (@ECUProfessor) and Dr. Aria Halliday (@DrAriaHalliday) (28). These findings are consistent with the demographics of individuals interacting with UW-Madison social media accounts, indicating that undergraduate students are not communicating about their academic choices on social media.

Source: https://www.digitalstudies.umich.edu/

While DSC's current strategy has gained over 800 Instagram followers (24), it has limited the programs' reach to one social media platform. In contrast, many of the certificates and departments that the DSC competes with utilize multiple platforms to spread their messages and recruit students. However, it was clear that undergraduate students typically do not communicate about their academic choices and majors on social media.

In the next section we will further explore the content posted by the Digital Studies certificate and its competitors on social media.

Key Implications: Students are not talking about academics on social media as often as outside sources, such as alumni and University professors, which may indicate a lack of online interest among our target audience. Also, the current name of the program is not representative of full content, and is not grouped into segments that we are trying to reach.

CONTENT STRATEGY - INSTAGRAM

We will first begin with The Digital Studies Certificate Instagram account (@uwdigitalstudies). The following metrics in the table analyze past and current posts performance, based on data pulled from the Instagram account. The certificate administrators had analytics pulled once a month since May 2021 and before, pulled analytics twice a month to gather data. All data below represents the average from these analytics.

Timeline[23]	# of Followers	Reach	Impressions	Profile visits	Website Clicks
After May 2021	805.2	945.4	8873.2	263.2	14.6
Before May 2021	606.5	413.7	1895.1	70.5	6.1
Before May 2021 (follower variable neutralized)	805.2	549.2	2515.9	93.6	8.1
After May 2021 (follower variable neutralized)	1	1.7	3.5	2.8	1.8

On average, newer posts on the account have gotten more reach, impressions, profile visits, and website clicks. New content has made the Instagram account more successful; we will dive into this content below. Before May 2021, the page posted around 20 posts a month, and since then has posted around 14 posts a month (23). This suggests that less, higher quality posts generate 3.5 times more impressions, 2.8 times more profile visits, 1.7 times more reach (23), and 1.8 times more website clicks (22).

Source:https://www.instagram.com/uwdigitalstudies/?hl=en

CONTENT STRATEGY - INSTAGRAM

The following posts were pulled based on their better-than-average performance:

8/24/21: Student Spotlight. Picture of Deepshikha Singh with name and “student spotlight” with red and white graphics. Personable caption from Singh including her Instagram handle. 34 likes, 1 comment (35).

8/16/21: Student Spotlight. Picture of Grace Landsberg with name and “student spotlight” with red and white graphics. Personable caption from Landsberg. Tagged: @uwsjmc @pop.dot.agency. Hashtags: #studentspotlight #uwdigitalstudies #graphicdesign. 52 likes, 13 comments (36).

7/27/21: Student Spotlight. Picture of Hannah Dercks with name and “student spotlight”with red and white graphics. Personable caption from Dercks including her Instagram handle. 9 slides of her own photography work. Tagged @uwsjmc and @englishuwmadison and Hashtag: #uwdigitalstudies. 48 likes, 4 comments (37).

6/30/21: Student Spotlight. Picture of Meredith Opie with name and “student spotlight” with red and white graphics. Personable caption from Opie including her Instagram handle. Hashtags: #uwdigitalstudies #UWMadison #summertinternship #socialmedia #communications. 38 likes, 1 comment (38).

6/28/21: Alumni takeover. Picture of Alex Kariotis with a small graphic overlay saying Alumni Takeover, her name, and date of the takeover. Personable caption from Kariotis. 48 likes, 6 comments (39).

CONTENT STRATEGY - INSTAGRAM

The following are the top performing posts in terms of reach and impressions:

Date[23]	Reach	Impressions	Content
7/15/2021	1288	12874	Alum Spotlight with picture and quote from alum Ellen Clark.
4/1/2021	1223	3158	Last post of "Why DS" series. Featuring picture and quote from current DS student Julia Terhert.
9/15/2021	936	11615	Apply today for an international internship! Digital comm. Opportunities.
8/16/2021	864	7998	Student spotlight: Grace Landsberg. Excerpt from student in caption. Very personable.

Looking at these analytics, we have determined that the best performing posts are Students Spotlights and Alumni Takeovers (23). These posts work best when a featured student or alumni shares their own Instagram account, as this encourages their followers to visit the digital studies page.There are no current implications or data on DSC's use of Instagram stories, so in order to increase reach to the profile and to feature certain posts, DSC may want to try to utilize this feature.

Based on this data, the DSC program should plan to post more student and alumni based content. The posts should all tag the featured person and other relevant accounts, as well as utilize all available, relevant hashtags. The University of Wisconsin-Madison Digital Studies Certificate should also continue to post on their current schedule with around 14 posts a month (23), or about one post every other day.

CONTENT STRATEGY - EMAIL

The UW-Madison Digital Studies Certificate utilizes mass emails to push out important information to current students. The following data set compares the top performing emails based on their open rates.

Date*[46]	Total sent to	Open rate	Content (subject line)
12/21/2018 11:49 am Friday	32	90.63%	Congratulations from Digital Studies!
5/10/2019 10:58 am Friday	175	81.71%	Congratulations from Digital Studies!
5/8/2020 8:30 am Friday	195	79.49%	Congratulations from Digital Studies!
12/13/2019 9:19 am Friday	38	78.95%	Congratulations from Digital Studies!
1/22/2019 10:43 am Tuesday	517	71.57%	Welcome Back!

**The next top 6-18 open rates are for 2 welcome backs and 10 events and opportunities subject lines, and majority are on Wednesdays from 8:30am-12:00pm.*

The data set below compares the top performing emails based on their click rates.

Date*[46]	Total sent to	Click rate	Content (subject line)
1/24/2018 10:50 am Wednesday	476	22.48%	Digital Studies - Events & Opportunities
3/14/2018 9:38 am Wednesday	528	20.83%	Digital Studies - Events & Opportunities
9/19/2018 9:10 am Wednesday	448	19.20%	Digital Studies - Events & Opportunities
11/14/2018 9:09 am Wednesday	504	18.65%	Digital Studies - Events & Opportunities
1/31/2018 9:32 am Wednesday	488	18.65%	Digital Studies - Events & Opportunities

**The majority of next top clicks are also Wednesdays from 8:00-10:00am.*

CONTENT STRATEGY - EMAIL

Emails that contain messages of “Congratulations" and “Events and Opportunities" as detailed by their subject line have the highest click rates and open rates (46). “Events and Opportunities” posts have better conversion rates for clicks to the website. Also, this data depicts that the best performing emails are most commonly sent on Wednesdays between 9:00 a.m. and 10:00 a.m. and Fridays around 10:00 a.m (46).

Based on the data, DSC should focus on sending congratulatory or ‘success story’ emails and emails for upcoming events and opportunities to obtain the highest open rate and click rate. The best time for email distribution is on Wednesdays 9:00-10:00 a.m. and Fridays around 10:00 a.m.

Source: DSC Weekly Informational Email 12/3/2021

CONTENT STRATEGY - WEBSITE

The UW-Madison Digital Studies Certificate also utilizes their website to connect with current and prospective students. Majority of website visitors are between 18 and 24 years old, with 60% female users. 84% of visitors are English speaking (22). The following table depicts which days of the week retain the highest website sessions, pages per session, and percent of new sessions.

Day of the week[47]	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Sessions	671	1,444	1,263	1,423	1,101	983	549
Pages per session	2.36	2.09	2.16	2.14	1.99	2.13	2.13
% new sessions	71.09%	64.13%	62.31%	63.39%	65.94%	65.11%	74.13%

CONTENT STRATEGY - WEBSITE

The table below depicts how each hour of the day retains website sessions, page views, pages per session, bounce rate, and percentage of new sessions.

Hour of the day[22]	Sessions	Pageviews	Pages / Session	Bounce Rate	% New Sessions
12:00am	124	280	2.26	66.94%	68.55%
1:00am	139	249	1.79	70.50%	80.58%
2:00am	79	200	2.53	59.49%	84.81%
3:00am	75	151	2.01	69.33%	72.00%
4:00am	49	112	2.29	61.22%	81.63%
5:00am	195	274	1.41	87.69%	25.13%
6:00am	93	184	1.98	69.89%	81.72%
7:00am	290	423	1.46	83.79%	26.21%
8:00am	302	576	1.91	65.56%	58.94%
9:00am	432	936	2.17	58.80%	59.03%
10:00am	479	1,046	2.18	56.78%	67.01%
11:00am	511	1,117	2.19	57.14%	63.99%
12:00pm	519	1,081	2.08	59.15%	69.75%
1:00pm	619	1,371	2.21	59.61%	69.95%
2:00pm	598	1,401	2.34	54.52%	64.88%
3:00pm	455	1,007	2.21	59.34%	62.86%
4:00pm	428	947	2.21	58.41%	69.16%
5:00pm	351	778	2.22	57.55%	69.52%
6:00pm	320	647	2.02	62.19%	73.75%
7:00pm	313	753	2.41	54.95%	69.65%
8:00pm	307	604	1.97	66.12%	66.78%
9:00pm	282	638	2.26	53.55%	74.11%
10:00pm	`1282	638	2.26	63.48%	72.70%
11:00pm	192	408	2.12	64.58%	74.48%

CONTENT STRATEGY - WEBSITE

Based on this table data, there are three best times and days to make new web pages live or advertise them. The highest "hour of the week" based on sessions is Monday at 1:00pm (22). The highest "hour of the week" based on pages per session is Sunday, at 2:00am. The highest "hour of the week" based on new sessions percentage is Saturday at 2:00am (22).

The following table compares the highest performing pages based on their headlines, comparing page views and average time spent on the page.

Best Performing Pages (page views focused)[22]	Pageviews	Average time on page
Digital Studies – University of Wisconsin – Madison – UW–Madison	4,072	0:01:02
Digital Studies Certificate Overview – Digital Studies – UW–Madison	1,840	0:00:35
Requirements – Digital Studies – UW–Madison	1,774	0:01:56
Best Performing Pages (time on page focused)[22]		
Change Now: Brands & Social Movement – Digital Studies – UW–Madison	4	0:09:28
The Boardroom University: An inside look at executives' playbooks for business and life – Digital Studies – UW–Madison	35	0:07:32
Career Chats: Agency Account Executive Careers – Digital Studies – UW–Madison	3	0:05:53

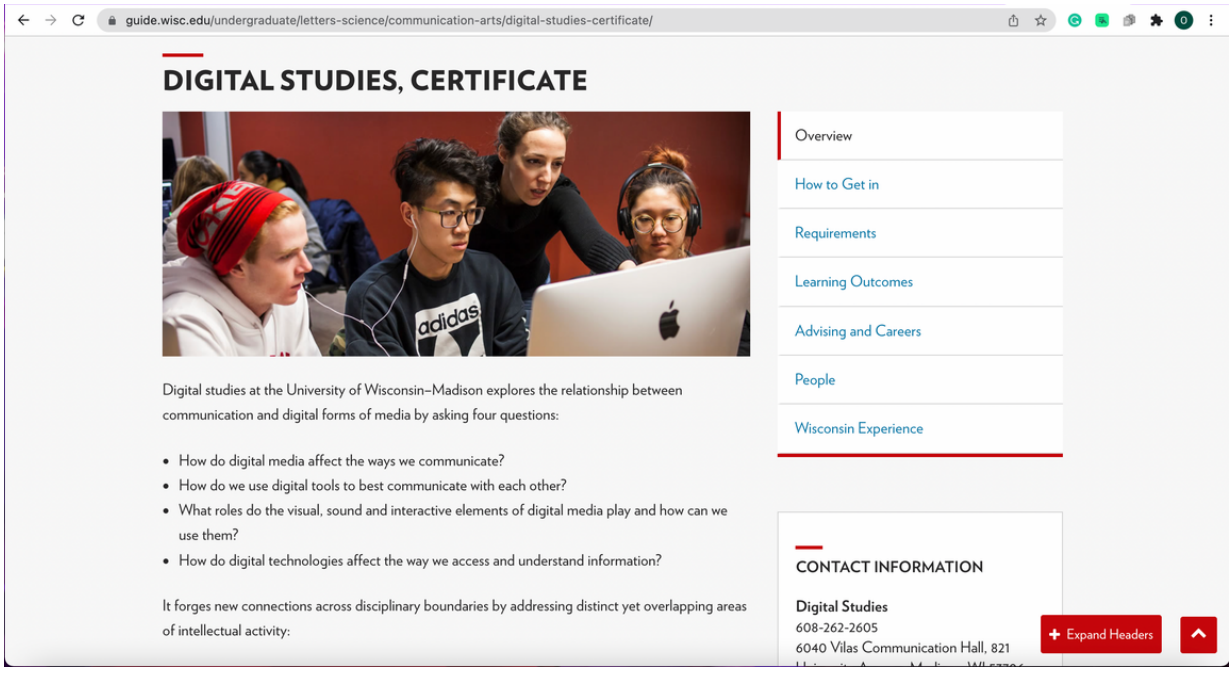
The table above shows how pages with the highest views are requirement-based informational pages that students would go to in order to learn more about completing the DSC certificate (22). However, the pages that people spend the most time on are ones that tell stories about the macro-environment around digital studies, careers, and brands in general, as well as training sessions.

CONTENT STRATEGY - WEBSITE

The table below shows where the majority of website viewers get to any DSC website page (22). This data shows that most viewers came to the page directly, from Google or LinkedIn.

Source / Medium[11]	Sessions	Users	New Users
(direct) / (none)	730	550	546
google / organic	686	599	587
linkedin.com / referral	166	144	143
linkin.bio / social	8	7	7
instagram / social	6	5	5
facebook.com / referral	5	5	5
TOTAL	1,601	1,310	1,293

Overall, the best performing content or most viewed pages (other than the home page) are the overview, requirements, courses, about, and film (22). Most viewers came from Google or LinkedIn. The highest time spent on pages are on the specific informational resource pages for topics related to digital studies, but not the certificate itself (22).



Source: https://guide.wisc.edu/undergraduate/letters-science/communication-arts/digital-studies-certificate/

CONTENT STRATEGY - COMPETITORS

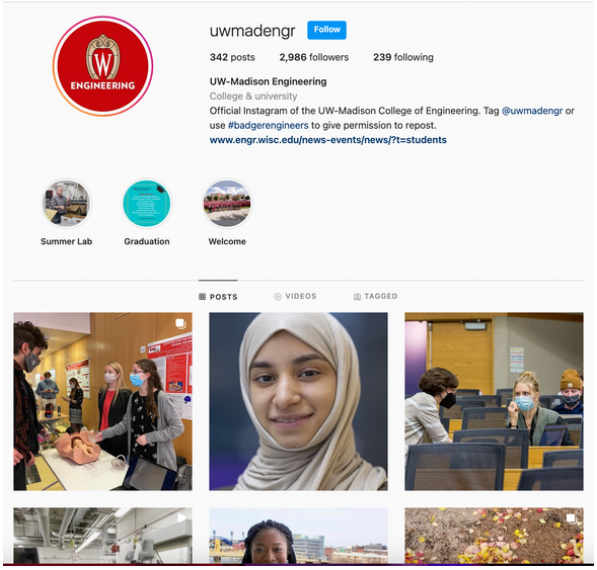
The table below compares both competitors and aspirational programs for the Digital Studies Certificate, indicating follower count, biography descriptions, posting frequency, and average number of likes.

Instagram	Followers | Following	Bio Keywords	Posting Frequency	Avg. Likes (over 10 posts)
CMU Design @cmudesign[48]	1,995 | 28	CMU's School of Design design.cmu.edu	3 times a week, less frequent in the summer.	87
CMU IDeATe @cmuideate[49]	770 | 702	CMU IDeATe Carnegie Mellon University's Integrative Design, Arts, and Technology network	1-2 times a week, less frequent in the summer	20
UMich Digital Skills @um_nexusdigital [50]	1,243 | 5	UMich Digital Skills Nexus, the home for online and professional education at the University of Michigan Engineering, is proud to bring you our Professional Bootcamps!	0.5 times a week. 2 times a month.	8
UMich Integrative Systems and Design @umich_isd[51]	310 | 409	Integrative Systems + Design ISD is dedicated to educating leaders who can think transformatively and create lasting value in the workplace and society.	0.25 times a week. 1 time a month.	14
UMich Duderstadt Center @umduderstadt[52]	4 mfc.13 | 61	UM Duderstadt Center A service of the UM, providing faculty, students, and staff access to a state-of-the-art multimedia facility.	No posts since April 2019	17
UCLA Digital Humanities @ucla_dh[53]	246 | 36	UCLA Digital Humanities The #DigitalHumanities program is at the intersection of technology and the humanities, offering a certificate and a minor at @ucla. #ucladh #dh	1 time a week, less frequent recently.	18
Yale Digital Humanities Lab @yaledhlab[54]	1,745 | 123	Yale Digital Humanities Lab College & University Located within Sterling Memorial Library, we provide space, community, and resources for #Yale scholars working in #digitalhumanities. #yaledh	0.5 times a week. 2 a month. Haven't posted since April.	41

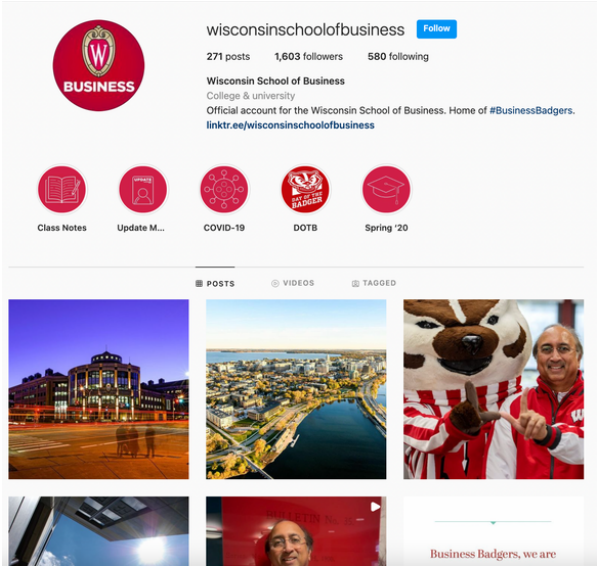
CONTENT STRATEGY - COMPETITORS

Data Science Cert.	N/A	N/A	N/A	N/A
Entrepreneurship Cert. Social @wisconsinschool ofbusiness[29]	1,428 | 576	Wisconsin School of Business College & University Official account for the Wisconsin School of Business. Home of #BusinessBadgers.	4 times a week	49
Engineering Degree Social @uwmadengr[32]	2,908 | 240	UW-Madison Engineering College & University Official Instagram of the UW-Madison College of Engineering. Tag @uwmadengr or use #badgerengineers to give permission to repost.	3 times a week	171

As explained in the social media competitive audit above, DSC's competitors within and outside the University of Wisconsin-Madison use Twitter to their advantage and have large followings. When we look at Instagram only, as in the table above, we can see that all of the digital studies related programs outside of UW-Madison tend to post a lot less frequently than DSC does (55). Also, main digital studies accounts at other universities have higher average likes for their main pages, but lower average likes for their subsidiary pages like University of Michigan's digital skills account (75). At UW-Madison, accounts have higher average likes, and this could be because they are integrated into larger accounts, like the Entrepreneurship Certificate, or have a much larger consumer base, like the Engineering degree (75).



Source: https://www.instagram.com/uwmadengr/?hl=en



Source:https://www.instagram.com/wisconsinschoolofbusiness/?hl=en

CONTENT STRATEGY - ATLAS INFEGY INSIGHTS

For this Atlas Infegy search query, we used the terms "digital media studies", "digital studies", "digital humanities", "design comm arts", "design communication arts" and filtered it to the United States. Users engaging in these conversations are majority, 57% female, and engage in topics such as art, scholarships, research, data, computers and theory (28). Users in the United States talking about digital studies are interested in the internet, computer software and applications, education, pop culture, online edu, design, freelance writing, and science. Positive keywords include literature, job, learn and excited, while negative keywords include research, deadline, money, salary and unmotivated (28). As for hashtags, the neutral category includes #digitalhumanities #digitalstudies and #digital (28).

A majority of the conversation occurs on Twitter, 73%, while only 16% occurs on Instagram, and 2.8% occurs in Blogs (28). This is a key indicator that Twitter is the main platform for conversations about digital studies, especially related to the DSC program. However, the most digital media related content is posted on Tuesdays at 12:00pm on Instagram (28). Related terms include digital humanities and media studies, which may indicate that the name, Digital Studies, is not entirely representative of program curriculum.

Source: Atlas Infegy - September 28, 2021

From the data pulled on social media conversations surrounding digital media in education, it is clear that one of the most important interests to pursue is technology and the overall sense of creativity. This can help inform the attitudes and behaviors of our key consumers. Most talked about topics show that conversations around digital studies are in higher education, although they lean more towards teachers and researchers than students. The suggested channels also imply that Twitter is a relatively rich, but untapped source of conversation for DSC.

Key Implications: There is relevant content on the website, but not enough people are viewing it. Most digital studies conversations are happening on Twitter which DSC does not utilize, while the best current Instagram posts are featuring real people; this presents an opportunity to bring this content into Twitter. Certificate programs that are integrated within larger programs earn more reach and engagement, which may present an opportunity or threat depending on our future primary research.

COMPETITORS - DATA SCIENCE CERTIFICATE

The Data Science Certificate is a part of the College of Letters & Science school, under the statistics department. The certificate requires 16 credits, and five staff members are a part of the certificate's committee. Data Science was rated as the #1 job on Glassdoor in 2018 (57). The program is quoted: "By its very nature, the field of data science is one that teaches novel and cutting-edge ways to engage in the 'continual sifting and winnowing by which alone the truth can be found (56)."

Services provided by the certificate include a partnership with SuccessWorks to help students explore careers, find internships, prepare for job searching, and network with professionals (57). The certificate claims to help students develop skills in data management, reproducibility, modeling strategies, and ethical considerations of data science (58).

Source: http://twitter.com/datasceince_uw

The Data Science Certificate has a competitive upperhand in that it is a newly released certificate receiving much promotion from the University. It's main competitive stance against the Digital Studies Certificate is that the course curriculum overlaps more with STEM students' required courses, such as Computer Science 220 and Statistics 340, making them more likely to be able to complete this certificate. Stereotypes and assumptions of the certificate also seem to be more favored by STEM students, with the certificate seeming smart and practical.

The Data Science Certificate lacks in competition against the Digital Studies Certificate in that it has no personalized marketing on social media platforms. It currently is only promoted on the Data Science Major's Facebook (UWData 76) and Twitter (@datascience_uw) (27). This leaves a disadvantage in that if students wanted to learn more about the certificate, they would be limited solely to what is available on the UW-Madison's website or would have to scroll through the Data Science Department's social media to find any relevant posts information.

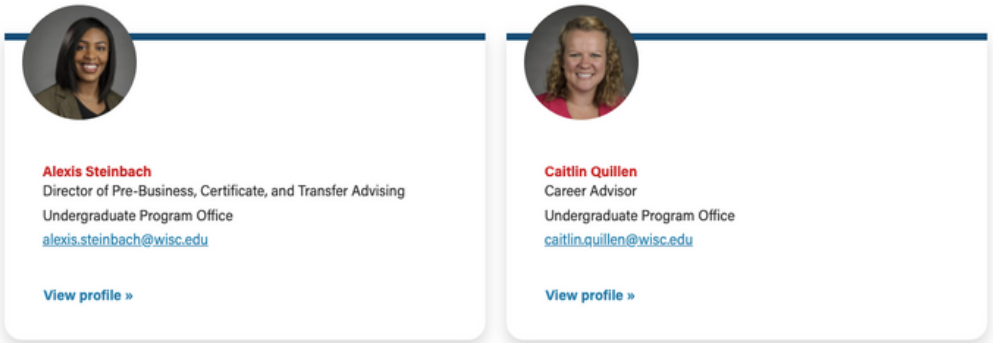
Key Implication: It's likely that Data Science will be DSC's main competitor for STEM students, especially since it does not have a math requirement and offers many overlapping courses.

COMPETITORS - ENTREPRENEURSHIP CERTIFICATE

The Entrepreneurship Certificate is a part of the School of Business, but does not require students to be enrolled in the School of Business to declare in it. Students must complete 15 total credits in order to obtain the certificate, and only two staff members are a part of the certificate's committee (59). There are 318 undergraduate students currently declared with this certificate. Their values are quoted as to: "Build strategic skills to launch a new venture"(59).

Services provided by the certificate include helping students prepare for roles in: business founding, product management, engineering, product designing, marketing or finance, nonprofit administration, and consulting (60). Learning outcomes from the certificate include demonstrating basic market discovery, knowledge of career paths in entrepreneurship, and knowing the basic steps in starting a new venture (61).

The Entrepreneurship Certificate differs from the Digital Studies Certificate in that they not only assign students an academic advisor, but also a career coach (59). The courses offered for the certificate are distinct and allow students to align the certificate's course requirements with their major's course requirements, drawing in a variety of students from different colleges. The certificate is also distinct in that they give students hands-on experience by offering outside class projects working with local firms and/or student ventures. Perceptions of the certificate are also favorable, with the certificate being one of the most popular certificates offered at the University and many students being able to declare in the certificate regardless of their major (5).



Source: https://businessadvising.wisc.edu/academics/certificates/entrepreneurship/

The Entrepreneurship Certificate is at a disadvantage against the Digital Studies Certificate in that it lacks marketing and promotion for their product. They do not have their own social media accounts besides the Business School's accounts, with limited promotions on their Instagram account @wisconsinschoolofbusiness (29) and Twitter account @UWBusiness (30). However, these accounts do routinely stay updated, use their own hashtag, and have a relatively large following.

Key Implication: Digital Studies may want to work closely with the Journalism school to utilize their larger audience, but at the same time make clear that all majors can declare.

COMPETITORS - ENGINEERING MAJORS

The School of Engineering at the University of Wisconsin-Madison offers over 12 undergraduate different majors to students. As of 2020, Engineering undergraduates are 14.24% of all undergraduates at the University of Wisconsin-Madison (5). Each major ranges in credit requirements, mostly falling around 128-129 credits (5). For example, biomedical engineering requires 125 total credits in order to graduate (62). On average, students must take more than 15 credits per semester (5). The majors are top-ranked in academic departments, with most ranking in the top 20 (5). Services provided by the school include: academic advising, career services, over 50 student engineering organizations (63), student participation in competitions, a partnership with International Academic Programs to offer engineering studying abroad, an undergraduate learning center (64), and research opportunities.

The Engineering School not only has an advantage against the Digital Studies Certificate in providing more services, but it also promotes their majors widely. They have a strong presence on platforms such as Twitter (@UWMadEngr) (33), Instagram (@UWMadEngr) (32), Facebook (@UWMadEngr) (77), LinkedIn, and YouTube. They also have e-newsletters available for each category of the engineering studies, allowing online users to signup from their website and receive updates. The Engineering School partakes in events such as Institute for Nuclear Energy Systems seminars with guest speakers that cover a variety of topics and hold informational events (63).

They also differentiate from the Digital Studies Certificate by including student competitions for their services. These competitions allow students to gain hands-on experience in their field and offer cash prizes, guidance and expert help (65).

Difficulties of getting Engineering majors interested in enrolling in the DSC likely revolves around their already compact schedule. Students already must take a minimum of 15 credits per semester to meet the requirements for their STEM major (63). Taking on a certificate will make students be at the maximum of 18 credits per semester. Their courses are time-consuming, more difficult than other courses, and they are required to hold a higher average G.P.A. (66), so the idea of adding more credits per semester is commonly unappealing. Assumptions of the major are not as favorable as the Digital Studies Certificate in regards to easiness and flexibility, with the Engineering School's majors seeming to take up a lot of the students' time, keeping them busy and having no time to add a certificate onto their plate.

Key Implication: The School of Engineering has services of their own that assist STEM students, while also receiving more funding overall, which presents an issue for DSC.

ROLE MODEL UNIVERSITIES

Carnegie Mellon University (CMU):
Carnegie Mellon University (CMU) has a minor in Design that focuses more on art, fashion and graphic design. Carnegie Mellon supplements this field of study with a program called the Integrative Design, Arts and Technology Network (IDeATe) (67). The IDeATe offers hands-on coursework, collaborative studio experiences, and the opportunity to add a concentration to the student's current degree. The eight creative industry concentration areas are game design, animation and special effects, media design, learning media, sound design, entrepreneurship for creative industries, intelligent environments and physical computing. CMU refers to this program as the space where "design, arts, and technology converge (68)."The minor in Design has a lot more requirements than a certificate at UW-Madison, and in all it requires 54 units or courses unique to the design minor (69). In addition to these programs, CMU has an iLab specifically for digital media where students from the Department of Statistics, the Department of Machine Learning, the School of Computer Science and the Tepper School of Business can work on their digital media projects (70).

Source: https://en.wikipedia.org/wiki/Carnegie_Mellon_University

Source: https://ideate.cmu.edu/about/news-and-announcements/2019/december/every-possible-utterance-break.html

The University of Michigan-Ann Arbor:
The University of Michigan Ann Arbor has an Art and Design minor that "provides non-majors with a more nuanced and sophisticated understanding of the creative processes and skills important to visual inquiry and communication". This minor is unique in that it adds "hands-on material investigation and manipulation, to the academic skills of research and scholarship (71)." This program is a more right-brain focused take on UW-Madison's Digital Studies Certificate. More closely related to the Digital Studies Certificate at UW-Madison is the Digital Studies Minor at the University of Michigan Ann Arbor. Their program is described as being a place for students who "create digital archives, analyze on-line materials, and/or disseminate text, image, and video using new platforms and computational tools (72)."One interesting thing about this minor program is that there are courses for humanistic approaches as well as social scientific approaches when studying all things digital (72). This minor is in the College of Literature, Sciences, and Arts, much like UW-Madison's, but courses for the minor are cross-listed in diverse areas of study for Michigan's minor: American Culture, Digital, Film, Television & Media, History, Sociology and beyond (72).

Source: https://brand.umich.edu/logos/

Source:https://stamps.umich.edu/undergraduate-programs/minor

ROLE MODEL UNIVERSITIES

The University of California-Los Angeles (UCLA):
The University of California Los Angeles (UCLA) has a program for a Digital Humanities Minor, a Digital Marketing Certificate, a Design Communication Arts Certificate, Digital Storytelling and Multi-Platform Strategy Specialization, and a Journalism Certificate (73). On their website they include statistics as to why they value their certificates such as: data that reveals 1 in 4 graduates received a salary increase after starting a certificate program; 85% feel a certificate program helped them in their career; 50% switched careers after completing a certificate program; and 85% recommend a certificate program to others (73). The Digital Humanities Minor at UCLA addresses the core competencies of critical thinking, information literacy, quantitative reasoning, written communication, and oral communication. They also have an emphasis on hands-on experience with digital tools as well as project-based learning. This Digital Humanities Minor has its own webpage, not just an extension of a UCLA page, and they also have their own branding including colors, logo, and more (74). The program's website has a graphic that encourages students to minor that describes the careers that Digital Humanities graduates have, including Marketing and Communications, Design and Media Arts and Software Development.

Source: https://en.wikipedia.org/wiki/UCLA_Bruins

Source: https://dh.ucla.edu/

Key Implications: Other successful programs integrate other departments into their digital learning spaces and encompass diverse focus areas by including humanistic and scientific approaches. Most programs have their own branding, completely separate from the University itself; this presents an opportunity for DSC.

SWOT ANALYSIS

Strengths:

- Many of the digital studies courses overlap with general elective courses like Social Sciences and Humanities that STEM students have to fit into their schedule anyway.
- The DSC Program already “owns the space” for the Twitter domain.

Weaknesses:

- There is no unique or universal branding across platforms.
- Values promoted on the DSC website strongly emphasize intersection between digital studies and technology, while messaging and courses offered lack this emphasis.

Opportunities:

- The DSC Program has the ability to reach more students by using the Twitter account in which we already own the domain.
- UW-Madison incoming Freshman classes are growing; this allows for the opportunity to capitalize on this new market and grow the DSC program alongside it.
- Promoting the DSC website and utilizing Twitter can garner more and better engagement while also breaking into the online conversations surrounding digital studies and education.

Threats:

- The new Data Science Certificate is likely more appealing to STEM majors since more courses overlap with their major requirements.
- STEM students may not consider the certificate practical or directly related to their future careers, and many STEM majors may not have time in their schedules for any certificate.

KEY ISSUES &IMPLICATIONS

ISSUES

- There is a lack of focus on technology and digital application methods within messaging and course offerings.
- Enrollment constraints and lack of messaging targeted to underclassmen cause the DSC to miss a large segment of potential students.
- There is a lack of clear positioning and messaging across website and existing social media accounts, which leaves a large gap in total marketing strategy and tactics.

IMPLICATIONS

- There is dissonance between the values cited on the website and messaging and course offerings within the program.
- Data Sciences is likely going to become a primary competitor of DSC and interfere with potential STEM consumers.
- Lack of positioning and messaging surrounding program values and offerings causes the DSC program to have very little recognizability among students, which also makes it seem far less important than other certificates within personal schemas and perceptions.

WHAT WE DON'T KNOW

MACRO-ENVIRONMENT

- What does the current job market look like post-pandemic?
- Is digital studies still growing at the rate it was pre-pandemic?
- Will the DSC program get more funding (more advisors, professors, class options)?

TARGET CONSUMER

- How many STEM students take certificates?
- Why aren't STEM students taking certificates in general?
- Why aren't STEM students taking the DSC certificate? Have they heard of the DSC?
- How did current DSC students hear about the program?
- What segment/majors of STEM students would be most interested in enrolling in the digital studies certificate?
- When they hear the name "Digital Studies", what do STEM students think? Do they only hear media, or communications?

CATEGORY

- What value does a Digital Studies Certificate bring to a student when thinking of post-graduation aspirations?
- Does the name 'Digital Studies' accurately reflect the course content and learning outcomes when compared to other digital media programs in the sphere of higher education?

BRAND

- How are advisors communicating the DSC to potential students?
- Is there an issue within the DSC program in regards to course planning after declaration?
- Is there a sense of community within the program?
- Do people recognize DSC as a minor, or do they think of it more similar to a club?

COMPETITION

- What does the current audience make up consist of for: the Data Science Certificate, Entrepreneurship Certificate, Engineering Majors?
- Is there any interest in STEM students to take the DSC?
- What certificate or major is our direct competitor?
- How much is Data Science going to pull from our potential consumers?

PRIMARY RESEARCH

Primary research results from three focus groups, 11 expert interviews and one survey with over 540 respondents - formation of our target consumer, influencer recommendations, key insights

EXECUTIVE SUMMARY

During the past month, our team conducted primary research including one survey, three focus groups, and 11 expert interviews. Our goals were to better understand STEM majors and their perceptions of the Digital Studies Certificate program, as well as certificates at the University of Wisconsin-Madison as a whole. We also strived to identify the values and attitudes of STEM students relating to their busy schedules and the prospect of adding more coursework to complete a certificate. Additionally, we wanted to find out how STEM majors relate to other students and how they generally place themselves in campus society.

In this report, we discuss the difference between 'Hard STEM' versus 'Soft STEM'; this can be defined as Hard STEM including the majors of Computer Science, Engineering, Biology and Math and Soft STEM including the majors of Agriculture, Life Sciences, Kinesiology, and Health Promotions and Health Equity.

Overall, based on this research we recommend Soft STEM students as the Digital Studies Certificate's strategic value consumer. A strategic value consumer is the target consumer that will get the Digital Studies Certificate brand the most impact, by being a large enough audience for the Digital Studies Certificate to reach their goal of increasing their student enrollment rates, but also small enough that this target consumer will be easily attainable. We identified key insights that support the foundations of our strategic recommendations. Finally, we refute the idea that Hard STEM students are viable consumers of the Digital Studies Certificate.

PRIMARY RESEARCH KEY LEARNINGS

Through compiling all of our primary research facets (i.e. survey, focus groups, expert interviews), we were able to condense our findings into 12 main key learnings. These key learnings fit under different sections like the brand, company, competition, and marketing plans.

PRIMARY RESEARCH KEY LEARNINGS - CATEGORY

The category is defined as Digital Studies and tech-based proficiency learning programs and certificates on a scholastic level, country-wide.

Key Learning: Hard-STEM students believe technological proficiency is important, but only to an extent - it is not as relevant to for them to learn as it might be for other majors.

When we took a broader look at the category of tech-based proficiency learning programs on a scholastic level, we found that the demand for digital skills is high.

- “I wish I knew what the up and coming is. I mean, I think there's going to be so many, I mean, everything is digital, I think the pandemic has really shifted everything to becoming more digital media-friendly so I think that has opened a lot of people's eyes...So I think, you know, I think you need to know digital to be successful, you need to be able to add, so to be digital savvy, to be successful in any field.” - Pamela Garcia-Rivera, Media, Information and Communication Career Advisor

For STEM students, specifically Hard-STEM students, this skill is already met in major courses. Hard-STEM students "make" the technology people use, so technical proficiency is covered in their classes.

- “I personally feel like comp sci and data science seems like they don't really need it because they're already like taking these courses. But I feel like this would be more appealing, it'd be more appealing to like business kids.” - Underclassmen STEM Student Focus Group, 11/9
- “There is (tech) applicability in Biochem. There is a cross-section with tech. It is trending more bioinformatics data than applications of technology with biochem. Huge huge group of students that understand the hard science behind it but can also work with large data sets.” - Katy France, Biochemistry Advisor

Computer Science and Engineering students view the certificate as “super unnecessary” because their majors go far beyond the basics of tech

- When asked which group of students Computer Science and Engineering majors they associated the DSC’s learning goals with, they chose comms-based majors over technology-based majors) “I think it's definitely more like the first category you guys were saying last time. Because it's like, not like building the tools, but like using them.” - Upperclassmen STEM Student Focus Group, 11/10

Key Implication: Marketing the Digital Studies Certificate as making students technically proficient is excellent given all future career implications, however, this targeting strategy will not be as effective for STEM students as they are already technically proficient.

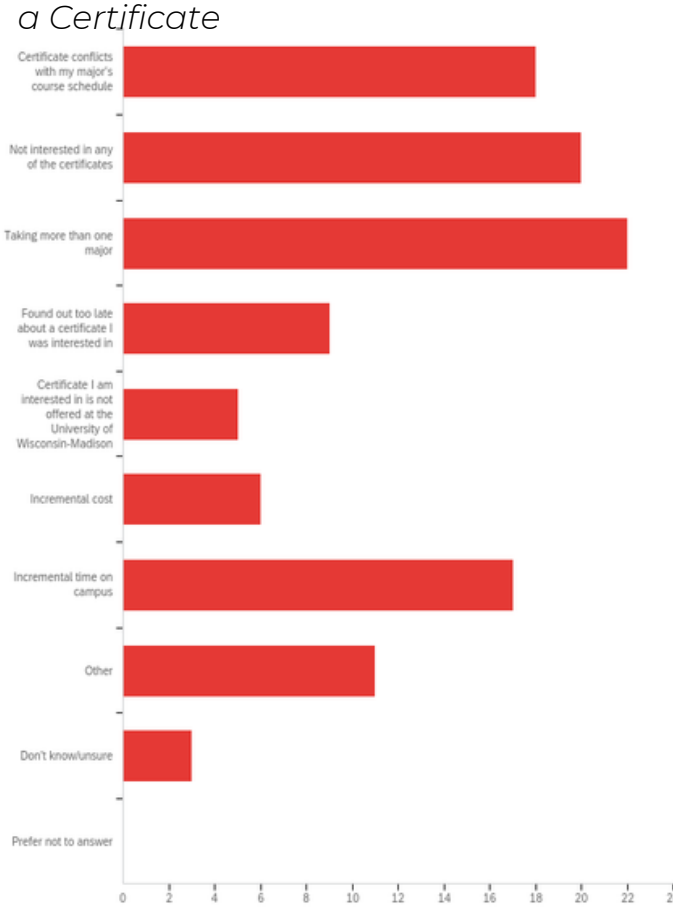
PRIMARY RESEARCH KEY LEARNINGS - CATEGORY

Key Learning: STEM students in general don't have time to add a certificate. This specifically applies to Hard-STEM students who have full course loads and are declared in their major. Since these students already have time-consuming schedules, they may not even be able to consider adding a certificate to their docket. Especially if these students are double majoring or working in addition to a rigorous Hard STEM major, then certificates are out of the picture.

In the focus group (11/10/2021) and throughout the survey sent out to all students, STEM students stated that they already have full course loads. They are either pursuing a certificate that is more relevant to their major or they are taking another major entirely.

- "Don't have any time to fit it in"
- "I already have 2 majors, I'm racing to finish as is"
- "My schedule is already time constricted plus I work so there's not any time"
- "Taking more than one major" and "Certificate conflicts with [their] major's course schedule" were within the top three reasons for why STEM students decided not to declare in a certificate.

STEM Students' Reasons for Not Declaring a Certificate



Based on the chart to the left (STEM Students' Reasons for Not Declaring in a Certificate), it is clear the main reasons that general-STEM students don't declare certificates are that they are taking more than one major, not interested in any of the certificates, or that they don't have time due to different reasons.

As was explained in an expert interview conducted with Engineering Career Advisor Julie Rae, Engineering students in particular take longer to graduate from their undergraduate studies than other students.

- Engineering students take about "4.5 years for undergrad" - Julie Rae, Engineering Career Advisor.

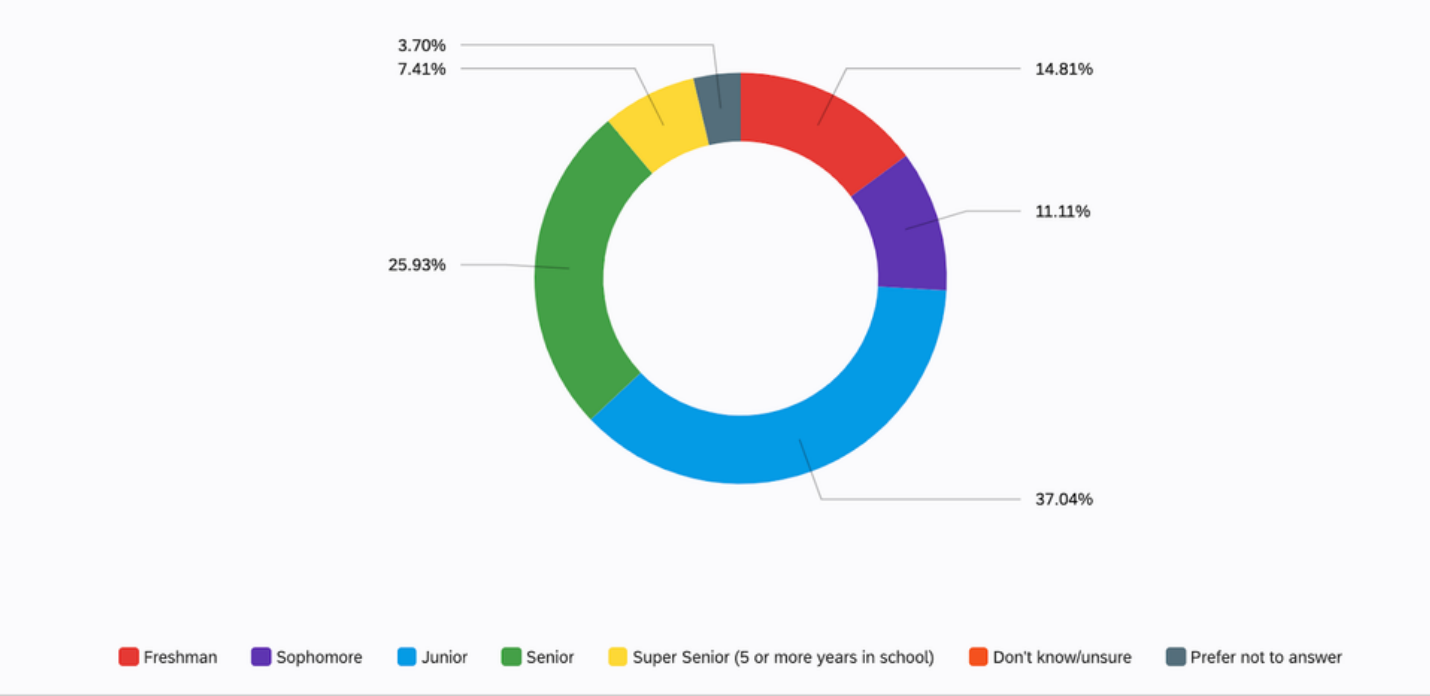
PRIMARY RESEARCH KEY LEARNINGS - CATEGORY

Another reason that students don't have time to declare a certificate is that they have to decide early on if they want to add another major or another certificate. This is because once students hit their Junior year, they typically have less time and are more cemented in their majors as they have to fulfill requirements to graduate. This lack of time in upperclassmen can cause them to be less interested in even exploring certificate offerings.

- 70% of upperclassmen said they were not interested in a certificate due to time - Survey

The chart below shows over 60% of students who aren't declared in a certificate because they don't have time are Juniors and Seniors. Around 15% of these students with incremental time are Freshman and 11% are sophomores.

Students Not Declared in a Certificate Because of Incremental Time on Campus



Key Implication: Many STEM majors will not elect to add on a certificate because they are already scrambling to make sure they meet their requirements for their major. STEM students can only complete a certificate if they plan it out by their freshman year, which is highly unlikely seeing that people don't learn about certificates until later on in their undergraduate careers.

PRIMARY RESEARCH KEY LEARNINGS - CATEGORY

Key Learning: Hard-STEM students don't see the Digital Studies Certificate as relevant to them and its implications on their careers. Specifically Science and Math students see the certificate as more related to Computer Science. They view the Digital Studies Certificate as something more to pursue as a hobby and not something that their majors should own when it comes to career advancement.

- STEM (Technology, Engineering) students view it as much more related to Comms, Social Media, etc. (Upperclassmen STEM Student Focus Group, 11/10)
- Computer Science and Engineering majors see members of the Digital Studies Certificate as learning how to use the technology that they make, "Using the things we design." - Upperclassmen STEM Student Focus Group, 11/10

The Qualtrics survey asked individuals to write in words what they would use to describe the Digital Studies Certificate. STEM students were split with their word choice, writing words such as "design", "digital", "art", "social", "media", "graphic", "film", and "marketing" that could seem unrelated to their current major. These specific word perceptions further emphasize the disconnect between STEM and the certificate program and the associations that surround the brand as a whole.

STEM Students' Word Perception of DSC

Key Implication: There is some discrepancy between the different areas of STEM on who the digital studies relates to on campus. Hard STEM students do not find the certificate to be relevent to them. This discrepancy clearly shows that the DSC is sending mixed marketing signals across all different platforms.

PRIMARY RESEARCH KEY LEARNINGS - COMPANY

Company is defined as the Digital Studies Certificate at the University of Wisconsin-Madison.

Key Learning: In our research, we found people do not consider certificate programs to be at the academic level of minors. Therefore, Hard-STEM students don't believe the certificates are as valuable to complete during their time in college, given their already loaded course schedules that they complete throughout their undergraduate years at UW-Madison.

Hard-STEM students don't view certificates as being necessary for career advancement. Again, they see the things that are taught in certificates as something to pursue for a hobby or post-graduation. When looking forward, Hard-STEM students don't see certificates as something that adds a tremendous value to their educational process.

- "I asked a lot of people if they thought I should get a certificate and they said it didn't really matter that much since I already have a difficult major so I don't think it affects it that much because I think what is more important is how you apply the major you have but, also, it never hurts, like I wouldn't discourage it but I don't think I'm necessarily impacted negatively [by not taking one]" - Upperclassmen Student Focus Group, 11/3

Hard-STEM students see certificates as an extra time commitment for a low reward. The students are already so busy with their very difficult and time consuming majors, research, clubs and more. Furthermore, a certificate isn't worth the title on the resume like a minor might be to Hard-STEM students. Survey respondents were asked to list reasoning behind why they were not interested in declaring a certificate in the future. Some of their responses include:

- "I believe that it's worth taking some fun classes, but certificate requirements can be cumbersome" - Survey
- "Felt I would be too busy for a certificate and it could've sent me over 18 credits a semester" - Survey
- "The term 'certificate' doesn't sound like a very robust degree option" - Survey

Key Implication: Even though the University cannot switch to "minors", connotation surrounding the word certificate implies an unworthy academic add-on for students. The term certificate gives many STEM students the idea that they are not being fully rewarded a minor in whatever area they chose to study.

PRIMARY RESEARCH KEY LEARNINGS - COMPANY

Key Learning: The Global Health Certificate is more interesting to UW Hard STEM students than certificates like the DSC. They find this certificate more appealing, and this could have to do with how it overlaps with a lot of the coursework they already have to complete for their majors.

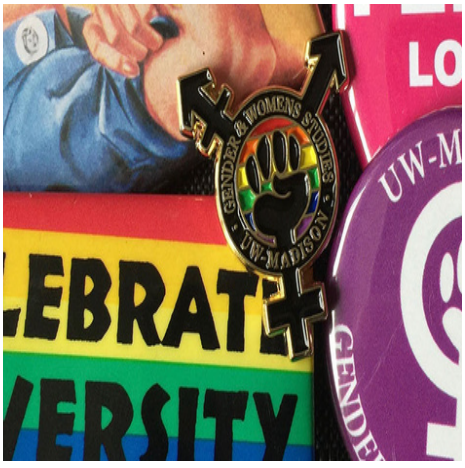
Global Health is a certificate that is common among Hard STEM students. They view this certificate as something that is more applicable to their career aspirations. This likely has a lot to do with the word “health” in it, which overlaps with a lot of different Hard STEM majors. This shows how the Global Health Certificate may be a top competitor that was not previously considered.

- Common certificates for Health Promotions Students are, ”Global Health, Production in Comm Arts, Gender and Women's Studies, Health in Humanities, Athletic Health Care, Art.” - Zoe Hurley, HPHE Advisor
- Some very common certificates seen for Biochemistry Students are, “Global Health, Data Science.” - Katy France, Biochemistry Advisor

Key Implication: When thinking of a certificate to declare, STEM students, and especially students in Science/Medical-related fields first think of Global Health or Data Science over Digital Studies.

Source: https://www.facebook.com/uwglobalhealth/

Source: https://mobile.twitter.com/datascience_uw/photo



Source: https://gws.wisc.edu/

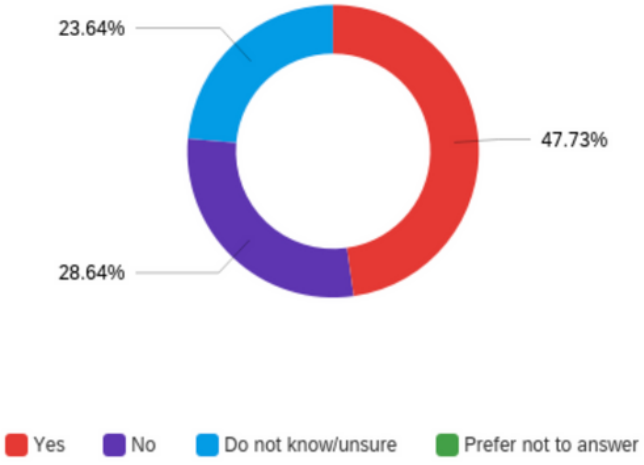
PRIMARY RESEARCH KEY LEARNINGS - COMPANY

Key Learning: We found all of UW-Madison students who expressed interest in declaring a certificate don't always declare them.

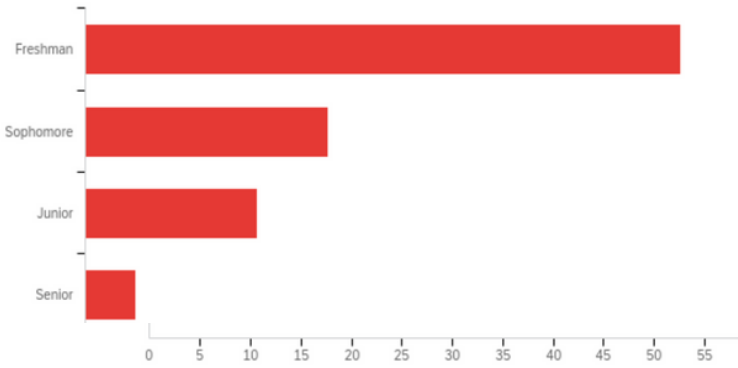
Hard STEM students at UW-Madison typically have their coursework planned from the get-go, which makes it very difficult to add in a certificate later on in their coursework. They are not finding out about all of the different certificate programs at UW-Madison until it is too late for them to work it into their schedule.

- According to the pie chart below, 47% of general STEM students are interested in declaring a certificate but have not yet. Based on the bar graph below, 58% of these students are freshmen and about 25% are sophomores. - Survey

STEM Students Interested in Declaring a Certificate



STEM Students Not Declared, but Interested in Future Declaration



Key Implication: Many freshmen and a significant amount of upperclassmen regardless of major are interested in certificates but have yet to declare. Given the time crunch of declaring a certificate and the number of people enrolling late, it makes it difficult for STEM students to get spots in certificate courses.

PRIMARY RESEARCH KEY LEARNINGS - COMPETITION

The competition in the market of Hard-STEM students is other programs or majors at UW-Madison that take away the time, desire, or ability to declare in a Digital Studies Certificate. Hard-STEM students are already so occupied with the requirements for their major that they do not have time to add the Digital Studies Certificate into their schedule.

Key Learning: STEM students, when adding more to their schedule, search for things that allow for more hands-on work and real-world experience, rather than adding a certificate.

Hard STEM students typically work more on outside projects in order to enhance their career and academic goals, as they see it as more valuable to earn hands-on experience in their respective fields rather than enrolling in more courses and adding to their already heavy workload.

- “One of the things that CS students typically do is a side project. And so they'll have some project that they've done on their own, that they've put on like a GitHub account or something. So that's a common kind of extracurricular thing that a lot of CS students will have that maybe you're not seen in other majors,” - Madeline Julliard, Computer Science Advisor
- “50 student orgs if not more (for engineering) and a lot of them are involved with technology or immersed in the digital world. Discipline-based, competition, teams, service, special interest, identity-based, honor society orgs.” - Julie Rae, Engineering Career Advisor

The Engineering program has clubs that are more valuable to hard STEM students. The Engineering department has 80 plus clubs pertaining to all of the different majors and career paths for students in the School of Engineering. Students are likely to join a club that gives them the skills and knowledge they need to use in their post-graduate careers.

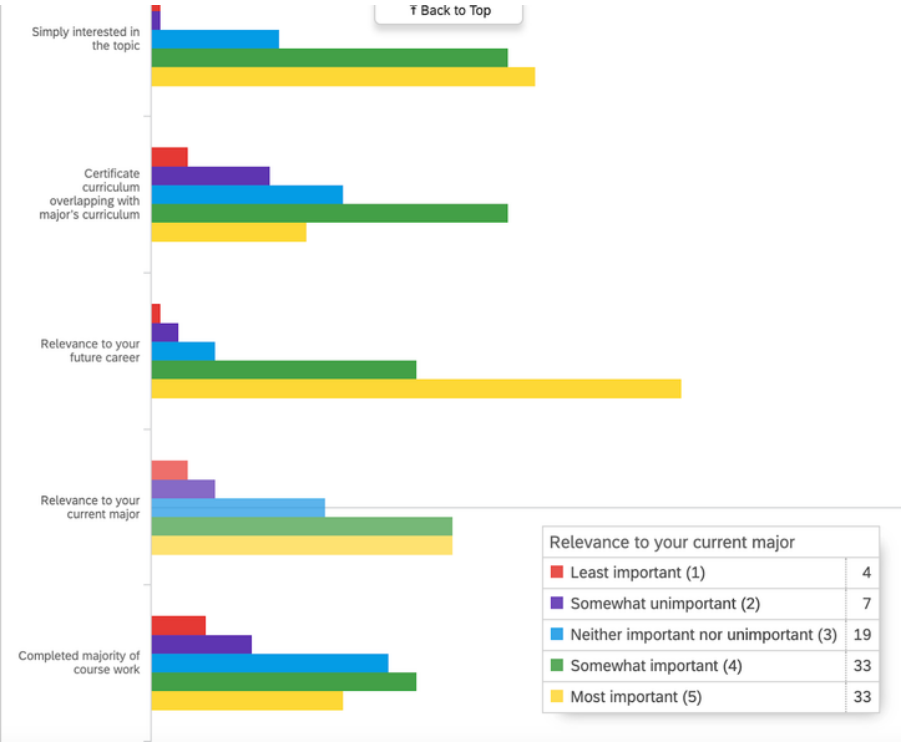
- “Mechanical engineers and material science majors and electrical engineers all have seen an interest in technology. For this, we have a student automotive group where they can join as a team and develop new technologies and compete on a national level in automotive-related competitions.” - Julie Rae, Engineering Career Advisor

PRIMARY RESEARCH KEY LEARNINGS - COMPETITION

If hard STEM students are going to do an extra activity or certificate, it has to be related to real-world applications, not more tech experience or education. Again, Hard STEM students want to spend their time at college learning all of the ins and outs of what they are going to have to do post graduation that involves a lot of technical applications.

- “For me, a lot of it is a very fieldwork-based so getting involved in classes or clubs, jobs, etc. that are in the fields because a lot of the careers that come with my major are fieldwork so it's hard to get a job there post-grad when you don't have any kind of experience or background.” - Upperclassmen STEM Student Focus Group, 11/3
- When general STEM students were asked which of the following reasons were the most important when considering which certificate to enroll in, career relevance was the most important.

STEM - What factors are most important when choosing a certificate?



Key Implication: STEM students already have many clubs, projects and activities going on to further their main career goals that aren’t for hobbies or interests. They will pursue those hobbies or interests post-graduation and focus on the task at hand with their major during their time at the university.

PRIMARY RESEARCH KEY LEARNINGS - COMPETITION

Key Learning: Hard STEM students' hobbies and personal projects take up more of their time. They would rather pursue these activities outside of the classroom rather than enroll in more courses.

STEM students see digital as more of a hobby, not something that they can use to add value to their career or academic goals. While many of them see digital as something that they are passionate about, they would rather pursue it as a hobby rather than a legitimate career and academic goal. In addition, they see the pursuit of digital as a hobby as sufficient enough given their large course loads required for their majors.

- "I think in the cases of the STEM students who worked for us it was more of their hobby. It was something that they were passionate about on the side, but it wasn't something that they necessarily were as interested or as passionate about to do through the university like coursework. I also imagine that as a STEM student they're course load is extremely difficult and probably keeps them pretty busy, so to have the free time or availability in their schedule to work in another certificate is probably more difficult for them than someone who is in a different major." - Coordinator of Digital Media and Design at Rec Well

Computer Science students often have their own side projects that they are working on to better their portfolios. This is used for them to showcase their work when applying for more serious internships as they progress throughout their academic career

- "So there isn't really a typical kind of interest that I see in terms of like, where they ended up with, like student words. Um, most are interested in getting an internship, right...I think that's common across students altogether. But to do that, one of the things that CS students typically do is a side project. And so they'll have some project that they've done on their own, that they've put on like a GitHub account or something. So that's a common kind of extracurricular thing that a lot of CS students will have that maybe you're not seen in other majors." - Madeline Julliard, Computer Science Advisor

Key Implication: STEM students do the work they would experience in Digital Studies in their free time, and don't necessarily need the coursework to experience 'digital' first-hand. They are already technically skilled enough that they don't feel the need to pursue it academically.

PRIMARY RESEARCH KEY LEARNINGS - COMPETITION

Key Learning: When STEM students want to branch out of their major, they don't think of Digital Studies first. This is because they see themselves as already being digitally proficient, and don't see how the DSC can provide any value to them in the long run.

Over half of STEM students reported that they would not rank the Digital Studies Certificate as their first choice when given a certain assortment of certificates to choose from. When they were given a variety of choices to choose from and indicate which they would most likely take, the Digital Studies Certificate was not their top choice.

- Survey respondents were asked to rate the following certificates from 1 (most likely to enroll in) to 6 (least likely to enroll in). 28% of respondents reported "Other" as their top choice in enrolling for a certificate while 26% of respondents reported the Data Science Certificate as their second choice. The Digital Studies Certificate was mostly reported as respondents' third choice.

Students' Ranking of Certificates

PRIMARY RESEARCH KEY LEARNINGS - COMPETITION

The results of the chart below show the certificates most likely or our respondents in the focus group made up of Engineering students to declare in are the Data Science Certificate and “No Certificate”. The second choice certificates that our focus group respondents would declare in were mostly the Data Science Certificate and the Entrepreneurship Certificate. Respondents were mostly neutral towards declaring the Digital Studies Certificate.

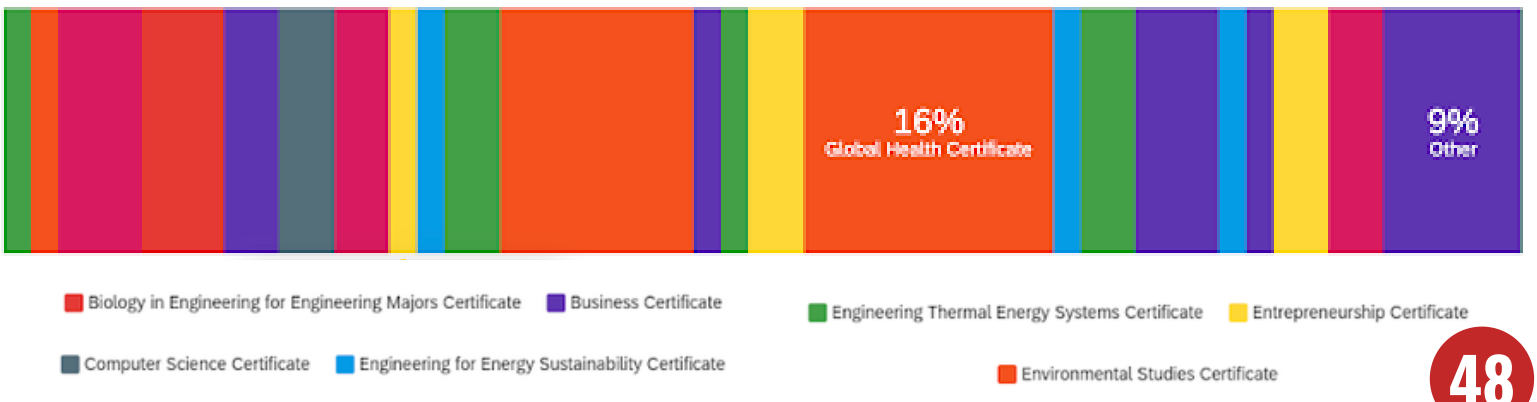
- When Engineering students were asked to rank certificates from most likely to enroll into least likely to enroll in, respondents reported the Data Science Certificate as their first and second choice and the Digital Studies Certificate as their third choice.

Engineering Students' Ranking of Certificates

#	Field	1	2	3	4	5	6
1	Digital Studies Certificate	3.17% 2	12.70% 8	30.16% 19	34.92% 22	15.87% 10	3.17% 2
2	Entrepreneurship Certificate	12.70% 8	22.22% 14	26.98% 17	15.87% 10	12.70% 8	9.52% 6
3	Data Science Certificate	30.16% 19	39.68% 25	14.29% 9	9.52% 6	4.76% 3	1.59% 1
4	Digital Media Certificate	3.17% 2	4.76% 3	11.11% 7	39.68% 25	30.16% 19	11.11% 7
5	Other	23.81% 15	12.70% 8	6.35% 4	0.00% 0	23.81% 15	33.33% 21
6	No certificate	26.98% 17	7.94% 5	11.11% 7	0.00% 0	12.70% 8	41.27% 26

- The graph below shows that current certificates declared by general STEM students are certificates other than the DSC. The most popular certificate among all STEM students was the Global Health certificate (13%), and other most common certificates include Biology in Engineering and Computer Science. This shows that when they do take a certificate, they’re most likely to still stay within a STEM related field.

STEM Students' Current Certificates



PRIMARY RESEARCH KEY LEARNINGS - COMPETITION

We found support for the Qualtrics survey from one of our upperclassmen focus groups. In particular, biology students viewed their majors as technically-focused, so when they decide to take a certificate, they take ones of interest to them, taking it solely because it interests them. They do not take ones to grow their technical skills. For example, students said they take ones like Global Health or Disability Rights and Services (Survey and Upperclassmen Focus Group 11/10)

- “It's mostly just for hobbies. Yeah, I don't think that it would really help my career. So yeah, just interest” - Upperclassmen Focus Group 11/10

We also found from our upperclassmen STEM student focus group that the Digital Studies Certificate isn’t what they consider when they’re looking to enhance their skills. Anyone in STEM that wants to learn about tech or computers would rather take either the Computer Science certificate (for non-CS majors) or the Data Science certificate. (Upperclassmen STEM Student Focus Group, 11/10). They see these certificates as more valuable and pertaining more to what they’re already learning in their other classes.

- “I don't know if it's something they would like, do but I know some students are usually gravitated towards data science classes. Like electrical engineering, just added a named option. Data science machine learning that I like just switched to this seems more like using the things that we design versus like, which I guess is valuable, but kind of like a different group or different interest.” - Upperclassmen STEM Student Focus Group, 11/10

Key Implication: The Digital Studies Certificate program needs to make itself a desirable certificate that stands out from other certificates in the eyes of STEM students. There are many popular certificates on campus that students consider before Digital Studies and the Digital Studies Certificate program needs to make themselves a part of that competitive choice.

Source: https://cec.ccas.wisc.edu/majors-fair/

PRIMARY RESEARCH KEY LEARNINGS - MARKETING PLANS

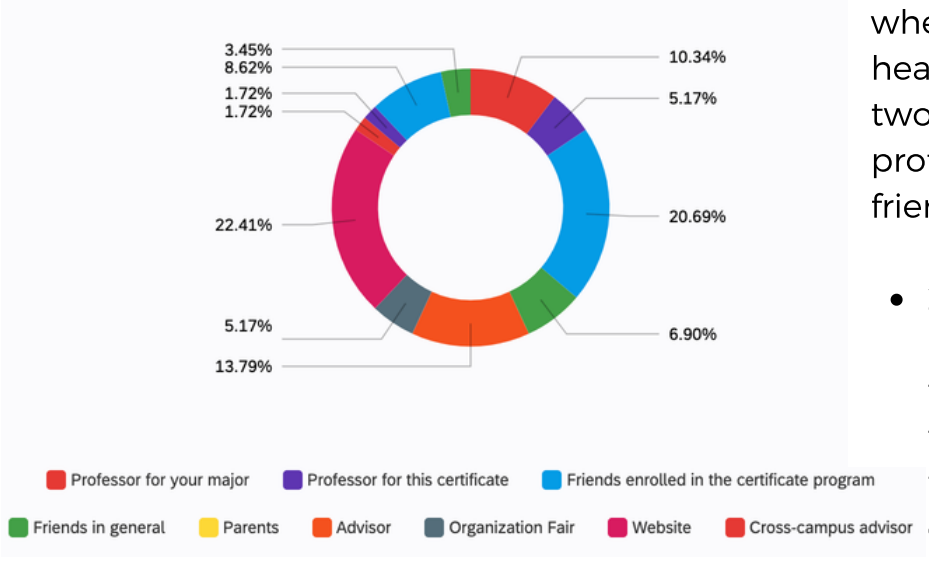
The marketing plans are related to the Digital Studies Certificate and all of the current platforms they enable for marketing, including the website, Instagram, Facebook, Twitter, email, influencers, etc.

Key Learning: There is a clear lack of awareness for certificates overall, and STEM students and advisors are especially unaware of Digital Studies Certificate. This indicates that marketing the certificate digitally through the website, Instagram, Facebook, Twitter and email are not doing enough to generate awareness about the program.

Among undergraduates, there is a lack of awareness for all certificates, and among STEM students, they say that no certificates were ever promoted to them. Undergrad STEM students didn't even know what certificates are. This could possibly be a result of STEM students focusing exclusively on their major requirements, however the fact that they are completely unaware that these programs are offered to UW-Madison students indicates that more is needed to be done to spread the word about the DSC and certificates in general.

- "What do you mean by certificate?" - Underclassmen STEM Student Focus Group, 11/9
- 80% of STEM students indicated they had not heard of the Digital Studies Certificate before taking our survey

Students: "How did you hear about the Digital Studies Certificate?"



Most students heard about the Digital Studies Certificate from the website or friends that were already enrolled. From the Qualtric survey, a pie chart shows that when students reported where they heard about a certificate from, the top two reports were hearing about it from professors for their major and from friends enrolled in the certificate.

- 22% of students had heard of the Digital Studies Certificate through their website and 20% had heard of the Digital Studies Certificate through friends already enrolled in the certificate program.

PRIMARY RESEARCH KEY LEARNINGS - MARKETING PLANS

Advisors in STEM programs aren't always aware of the Digital Studies Certificate themselves. This lack of awareness could possibly stem from STEM advisors associating the Digital Studies Certificate exclusively with the Journalism school. There is a lack of communication between the departments about what opportunities the DSC can bring to STEM students, resulting in a lack of awareness and promotion from STEM advisors to their students.

- When asked specifically about the Digital Studies Certificate: "Which one? I don't know much about that one. Is it a journalism one? I don't know much about it, I'm not sure that I've had any biochem students interested in that. I'm looking at it now and it looks very interesting, maybe I'll have to learn more." - Katy France, Biochemistry Advisor
- "I don't know much about the Digital Studies Certificate, I've only had a few students in it." - Sara Rodock, Statistics Major and Data Science Certificate Advisor
- "I don't know too much about the digital studies certificate and I also don't have many data science students who are pursuing the certificate because that is something that is not discussed in our advising meetings." - Data Science Advisor

Key Implication: The lack of awareness and promotion of the Digital Studies Certificate leads students to have misconceptions about the certificate that deem it as invaluable. More consistent messaging needs to be implemented across marketing platforms.

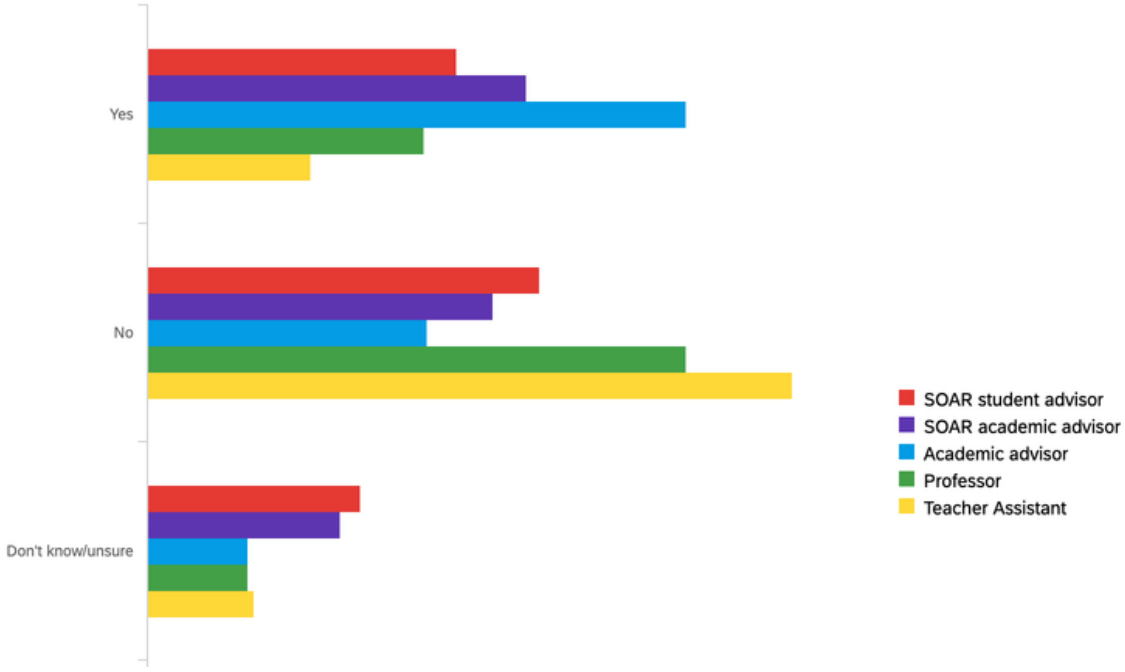
Key Learning: Advisors are important influencers, but to an extent. Some advisors do not want to push a recommendation of a specific certificate over others. This shows that although students find advisors influential in what courses and certificates they choose, advisors aren't always going to give them an outright recommendation, leading influencers available to other options besides advisors. We found that students actually take recommendations from their peers, specifically those who are already enrolled in a certificate program.

Advisors don't recommend certificates unless the student comes to them first. In expert interviews with advisors, a recurring theme that advisors followed was allowing students come to the realization of what they find relevant to their careers or are interested in, without an influence from them. This means that students can go to an advisor as their top choice for recommendations, but that does not determine whether students will be enrolling in a certificate or not.

PRIMARY RESEARCH KEY LEARNINGS - MARKETING PLANS

- “I try not to push double majoring unless it's a situation where the student has a huge amount of space in their schedule like and they're just not sure what to do with it and they're like, I don't know what to do. I'm overwhelmed with all my options, then I'd say like we could look at another major, the things you're interested in. But I try to push back against this idea that you have to do, you know, more than one thing or more than two things to be employable.” - Madeline Julliard, Computer Science Advisor
- “We have a philosophy of letting students come to them. I don’t directly recommend any certificates,” - Sara Rodock, Statistics Major and Data Science Certificate Advisor

“Who Educates Students About Certificates on Campus?”



Overall advisors are influencers, but students don’t hear about the Digital Studies Certificate from them. When hearing about a direct recommendation for a specific certificate, students reported in our Qualtric survey, shown below, that they mainly heard about it from Professors or Teaching Assistants. This shows that when it comes to actually looking into a certificate, and even enrolling in it, Professors and Teaching Assistants had the most influence over that decision.

PRIMARY RESEARCH KEY LEARNINGS - MARKETING PLANS

One of the most effective ways to influence students is through their spokespeople that go into elementary level lectures. The Gender and Women's Studies certificate does a great job of this, in that they have remembrance of strongly pushing to students the decision to enroll in their certificate. Students in an upperclassmen focus group on November 3, 2021 even recommend that in order to get their attention pertaining to enrolling in a certificate, the most effective way is to come into their core/general education classes and have an announcement dedicated to learning more about it.

- “I've heard of the Gender Women's studies certificate but that's because I took a GWS class and they really really pushed it.” - Upperclassmen STEM Student Focus Group, 11/3
- “I think a good way to specifically target STEM students, is to go to the most basic STEM class there is, like Chem 103, basically everyone has to take it. Because when I was in Chem 103 there was always someone coming in like “This is my thing come do it!” because there are hundreds of freshmen in it that are STEM students, so going to classes like that and advertising could help.” - Upperclassmen STEM Student Focus Group, 11/3

Key Implication: Advisors are not going to directly push for students to enroll in the digital studies certificate unless the student brings up some sort of interest in the field of digital. Even if advisors do encourage students to enroll in the Digital Studies Certificate program, most students often do not hear about the certificate from them.

Key Learning: There is unclear brand messaging within the Digital Studies marketing messaging. Students are not correlating what the Digital Studies advocates as their learning skills and their values to what they’d actually learn from the certificate.

People are confused by what Digital Studies really is; from what the Digital Studies Certificate explains themselves as on their website, it leaves a lot unclear for students on the purpose of the certificate. In fact, in a focus group of upperclassmen STEM students, students were specifically confused on what the Digital Studies Certificate is going to teach them concept-wise, and are not finding it specific enough in what particular skills students should be taking away from the certificate.

- “The description is super vague, it doesn’t really specify what digital studies is.”
- “Like, what methods and concepts are there? [The learning goal] doesn’t help me understand”- Upperclassmen STEM Student in Focus Group, 11/10

PRIMARY RESEARCH KEY LEARNINGS - MARKETING PLANS

There is also a knowledge disconnect surrounding the DSC among different student major populations. Students enrolled in the Digital Studies Certificate program have a completely different mindset of what they are actually learning from it compared to students not enrolled in the certificate program and what they think they'd learn from the certificate. In the Qualtrics survey results, the word-association was vastly different between groups.

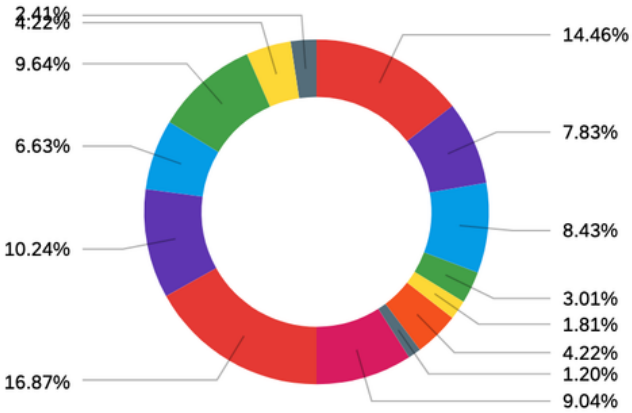
- Students who are currently taking the digital studies certificate have a completely different description of the certificate compared to Hard STEM students who have not enrolled in the certificate themselves. Some notable differences are DSC students labeling the certificate as technology and communications, whereas other students are labeling it as computer, science, and design.

STEM Word-Association of DSC

DSC Word-Association of DSC

- The chart below shows that students have a wide variety of characteristics they use to describe the DSC, all with different meanings and some contradictions. Examples from the chart include equal amounts of students labeling the certificate as "Fun" and "Boring".

Students' Perceived Characteristics of DSC



Key Implication: There is a lack of connection between the program's marketing communication platforms that make it difficult for students to formulate an opinion on what value the Digital Studies Certificate would add to their academic experience.

STRATEGIC VALUE CONSUMER (SVC)

Strategic Value Consumer: A strategic value consumer is a target consumer is a large enough audience for the Digital Studies Certificate to reach their goals of increasing student enrollment rates, but small enough to be easily attainable.

Soft-STEM Majors

Science and Math students view the Digital Studies Certificate as more relating to Comp Sci, Engineering while Engineering and Tech students view the Digital Studies Certificate as relating to Comms and Social Media; neither groups relate the Digital Studies Certificate to each other. CALS & Life Science Communications, Health Promotions & Equity majors are more likely to need better digital foundations to grow their literacy and proficiency. “There’s a difference between students and courses in STEM in CALS vs STEM in L&S vs STEM in Comp Sci & Engineering & etc.” (Todd Newman, 11/10). School of Education majors consider themselves STEM students which is currently an untapped & unrecognized STEM market that makes up 30% of the students in the School of Education. Soft STEM students view the Digital Studies Certificate as the intersection between Digital Studies and Hard STEM values. Currently, 28% of Soft STEM students take certificates (Survey). Hard STEM students (i.e. Biology, Comp Sci, Engineering, Math, etc.) are not as interested in certificates as Soft STEM students (CALS, SoE). Currently, only 14% of Hard STEM students take certificates (Survey).

Demographics:

The demographics for our strategic value consumers are split into two main groups: College of Agriculture and Life Sciences (CALS) and the School of Education.

Students in CALS are either not currently in a certificate or silently progressing. For students in CALS who were declared in a certificate, the most common one was Global Health.. The age of students in CALS are 887 Juniors, 1,496 Seniors, making up 2,998 total upperclassmen. For underclassmen, there are only about 500 freshmen and sophomores combined (Survey). Their grade point averages are predominantly 3.5-4.0, and there are a total of 2,892 CALS students for Fall 2021 (Survey).

In the School of Education, 30% of the students are in STEM-based majors with 185 Kinesiology majors and 88 Health Promotions and Equity majors making up 273 total STEM students in the School of Education (5). In general, their grade point averages are predominantly 3.5-4.0 (Survey). As for the student age distribution, there are 299 Sophomores, 417 Juniors, and 759 Seniors in the School of Education (5). The most popular certificates in this school are Promoting Activity for Diverse Abilities (17%) and Athletic Healthcare (42%) (Survey).

STRATEGIC VALUE CONSUMER (SVC)

Attitudes of Soft STEM:
We gathered the attitudes of students in CALS and the School of Education, as well as the attitudes of students in technology more generally. We pulled data from all of our primary research as well as data from Simmons, a database that allowed us to look directly into the broad demographic of female STEM students between the ages of 18-24.

In CALS, the students are very accurately described as logical, career-driven, and independent. Somewhat accurately, the students are described as organized and creative, and somewhat inaccurately the students are described as inventive, spontaneous, and tech-savvy.

In the School of Education, the students are very accurately described as organized and punctual. Somewhat accurately, the students are described as logical, career-driven, and independent. Somewhat inaccurately the students are described as inventive and tech-savvy.

Behaviors of Soft STEM:
We then gathered the behaviors of Soft STEM students in CALS, the School of Education, and technology students to answer the question of what would make them declare a certificate.

For the behaviors of CALS students, we found that 65% of them are interested in or unsure about declaring a certificate (Survey). On the flip side, only 35% of respondents said they for sure would not be interested, and the majority of these answers were from the students taking double majors (Survey). When we asked CALS students who or what made them take their major, they responded in a way that suggested no one influenced them to take their major. When we asked CALS students who or what would make them take a certificate, we found they are most heavily influenced by academic advisors and SOAR advisors (Survey).

For the behaviors of School of Education students, we found that 65% of them are currently not declared in any certificate and that 50% of them are also not silently progressing (Survey). When we asked if they would be interested in declaring a certificate, 45% were unsure, 35% said yes to declaring a certificate, and 20% said for sure no, mostly because the certificate conflicted with their major's course schedule (Survey).

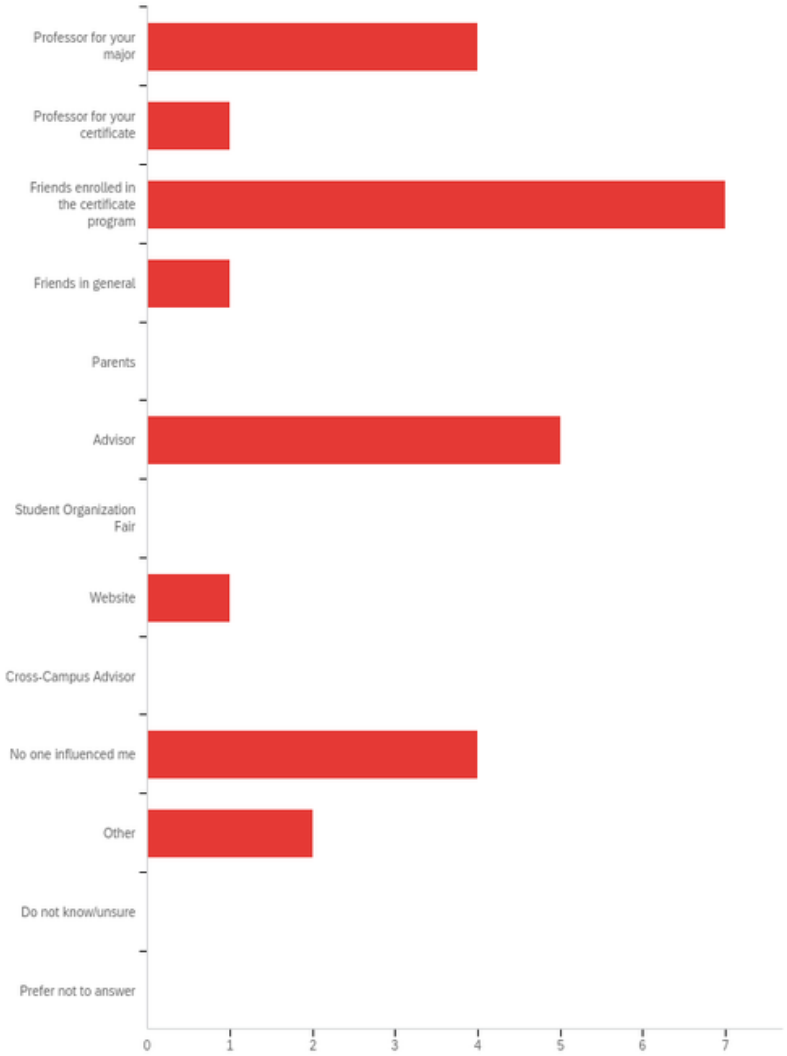
KEY INFLUENCER RELATIONSHIPS

Our first influencer recommendation includes the representatives who work or advocate for the certificate program including but not limited to professors, current students and/or Digital Studies Certificate interns. The ways this group can influence the strategic value consumer are as follows:

- DSC representatives can influence through promotions in classes, especially introductory CALS and School of Education classes.
- They can influence the consumer in intro-level classes, especially elementary and intermediate required classes like Chemistry 103 and Biology 101.
- The best time they can do this is at the end of October and early November since this is around Spring enrollment dates.

This graph to the right shows who current Digital Studies students are being influenced by. The number one influencer for current DSC students are friends enrolled in the certificate program, the second top influencers are advisors, and the third top group of influencers are professors for their majors and no influencer. This shows that current Digital Studies Certificate students can be advocates for the program just as much as Amy, and that word of mouth is a bigger form of advertisement than we originally thought.

DSC Students' Top Influencers



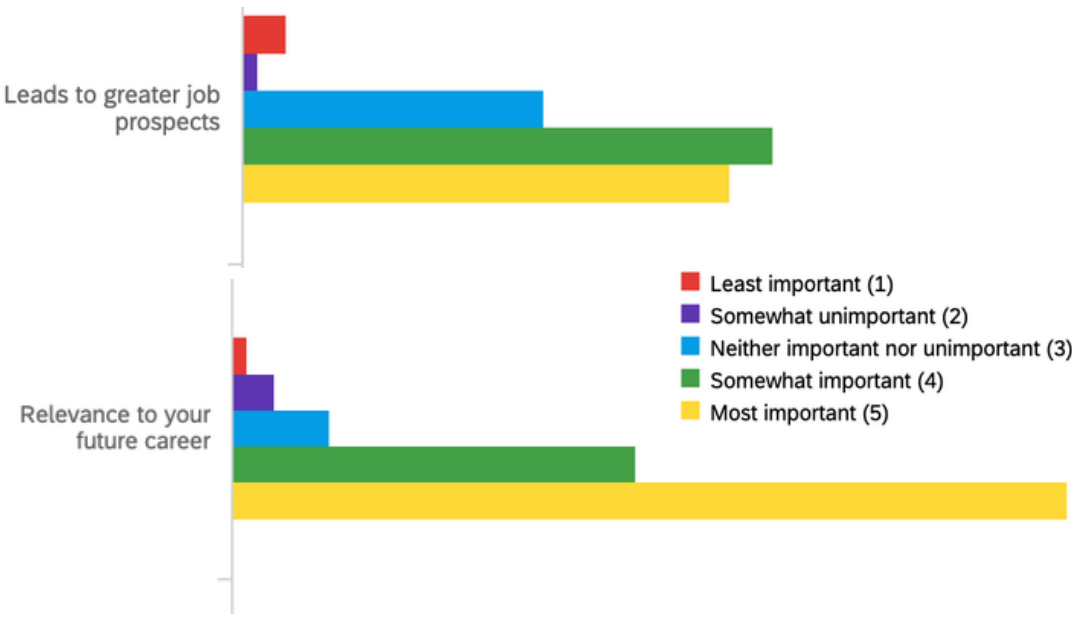
KEY INFLUENCER RELATIONSHIPS

Our second influencer recommendation includes SuccessWorks career advisors, specifically , SuccessWorks community leaders from the Environment, Material Resources and Wildlife Community, the Nonprofit Management and Education Community as well as the Human Services Community, or anyone who can utilize career knowledge to advocate students to take classes that surround digital.

- Beth Karabin, Tech, Data & Analytics Career Advisor for SuccessWorks, perception of the Digital Studies Certificate:
  - “My understanding is that the DSC teaches students how to use information in a practical way”
  - “DSC is filling the gap of how to design for the best user experience”
  - “DSC is allowing students to take whatever you’re studying and apply it digitally or take whatever you’re coding and apply it to human experience”

A large majority of general STEM students rated “relevance to your future career” as most important in deciding whether or not to take a certain certificate. Similarly, a large majority of general STEM students chose "leads to greater job prospects" as an important factor in their decision making. This shows that even if not all STEM students have the ability to add a certificate, they want a certificate that will most relate to their future career-path. General STEM students view certificates that can help future careers as being more relevant to themselves and their academic paths.

STEM Most-relevant Factors To Declare in Certificate

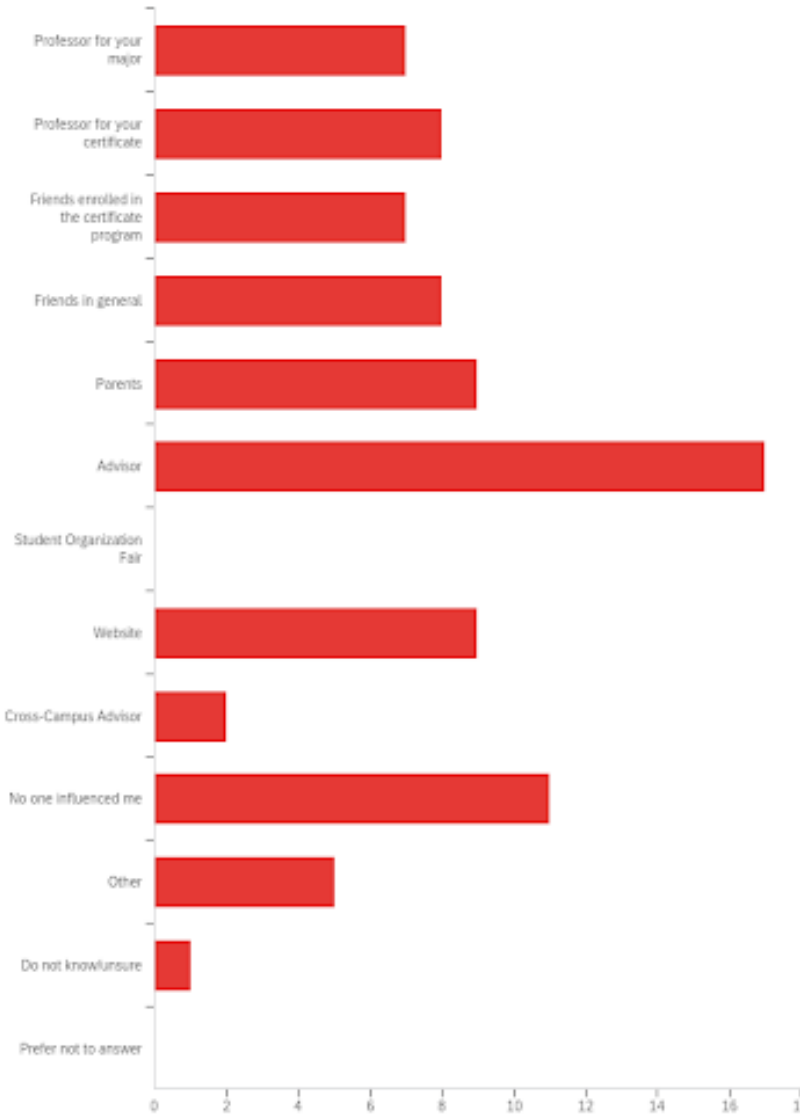


KEY INFLUENCER RELATIONSHIPS

Our third influencer recommendation includes academic advisors for both CALS and the School of Education. They know these students well enough that they know what types of digital studies courses they can recommend depending on the student's needs.

This graph shows what general STEM student's top influencers are. The number one influencer for STEM students are advisors, the second is no influencer, and the third is their parents and the website. This shows that compared to current Digital Studies Certificate students, general STEM students are more likely to be influenced by advisors than their peers. This could be because they typically have more rigorous course requirements and they turn to their advisors to help them manage their course selections more than they trust their own peers. Also, the second top influencer for general STEM students is no influencer, and this shows that general STEM students might just not know who to turn to when they need career and course guidance, so this puts them in a great position to be influenced more strongly when our recommended influencers step up and provide them with the appropriate information about the certificate.

STEM Students' Top Influencers:



INSIGHTS

Hard-STEM Consumer Insight: I consider myself very passionate in regards to academics and personal interests and search for involvement in academics, extracurricular and social experiences.

As a Hard-STEM student, I value hands-on experiences - inside and outside the classroom - and am passionate about all that I do. I am very career-oriented which affects all aspects of my life. I also rely heavily on my peers within my college campus as well as my friends to suggest academic and personal opportunities.

Soft STEM Consumer Insight: I am passionate about my future career and work hard to achieve my goals, so I am always looking for new ways to grow my knowledge and skills.

As a Soft-STEM student, I am likely a student within the College of Agriculture and Life Sciences or the School of Education and am not currently enrolled in a certificate, but may be convinced to enroll in one. I maintain a high grade point average and take academics seriously, but I am in search of a full-fledged college experience intersecting academics, clubs, work and my social life. I consider myself to be career-driven, independent and creative and don't feel like I am very inventive or tech-savvy.

Hard-STEM Category Insight: As a Hard-STEM student, I value hands-on experience over certificates to boost my resume and prepare myself for my future career aspirations.

I am extremely busy and have little time to add to my existing schedule - when I do add to my schedule, I value hands-on experience and real-life applications within clubs and jobs rather than certificates. I view certificates and higher education as a means to an end to reach my specific career goals but do not find it necessary to complete a certificate when I can develop hands-on skills and real-world experiences instead.

Soft-STEM Category Insight: As a Soft-STEM student, I value the applicability of hands-on experience to complement my theory-based courses.

As a Soft-STEM student, many of my courses are theory-based, so I value extracurriculars that give me new perspectives and hands-on experience to reach my specific career goals. I have the time and ability to take on a certificate, since my course load requires less out of class work, so I am more likely to declare a certificate than my Hard-STEM counterparts. I view certificates as a way to learn things I am interested in and as ways to add new skills to my resume.

INSIGHTS

Hard-STEM Brand insight: As a Hard STEM student, I have never heard of the Digital Studies Certificate. I know a few of my friends who are enrolled in the certificate but I am still not sure what the Digital Studies Certificate will teach me or that it relates to me, but it doesn't seem like it would advance my already proficient skills in technology.

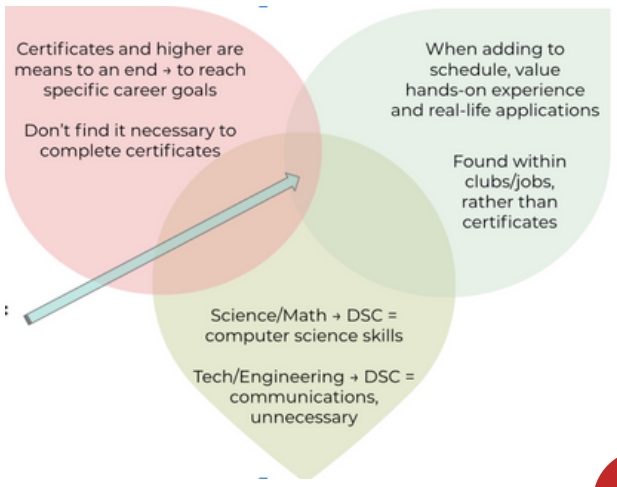
As a Science and Math STEM student, I view the Digital Studies Certificate as related to elementary computer science skills, while as a Technology and Engineering STEM student, I view the Digital Studies Certificate as very unnecessary because my majors go far beyond the basics of technology. The way that the Digital Studies Certificate is explained to students makes it seem like a specific major for students pursuing careers in communications-related fields. The branding of the Digital Studies Certificate tells me it'll be very limited in teaching me new skills compared to what I need in order to get the most out of my educational experience.

Soft-STEM Brand Insight: As a Soft STEM student, I'm creative, but not tech-savvy, so the Digital Studies Certificate could help me enhance my technological skills.

As a Soft STEM student, I'm more likely to declare a certificate than my traditional Hard STEM student counterparts, but I'm still unaware of what the Digital Studies Certificate is. I view the Digital Studies Certificate as potentially being the intersection between Digital Studies and the values that Hard STEM students have. I can see the Digital Studies Certificate expanding my digital literacy and proficiency, but I need more information to understand exactly what the Digital Studies Certificate will teach me.

SWEET SPOT

The Digital Studies Certificate at UW-Madison is not a good fit for Hard STEM students. However, for Soft STEM students the DSC program offers a unique intersection to grow digital skills that my current courses do not offer as well as prepare for future career paths within my field.



MARKETING, COMMUNICATIONS STRATEGY

Our agency's full-marketing and communications strategy recommendations based on the findings and results of both primary and secondary research.

UNIQUE SELLING PROPOSITION

UNIQUE SELLING PROPOSITION: What does the Digital Studies Certificate offer versus its competition?

The Digital Studies Certificate (DSC) provides digital career-readiness as it has the course offerings, professors, tools and experience to provide digital skills and technology to students, specifically within the College of Letters and Science (CALS) and School of Education (SoE) that otherwise would not have this access.

This unique selling point is credible based on both secondary and primary sources. From experts within the College of Agriculture and Life Sciences (CALS), specifically Life Science Communications, program courses focus on the intersection between science and communication, but do not specifically focus on the digital platforms or technology used in most modern careers. The Digital Studies Certificate has access to technology and online platforms that are not available to CALS and the School of Education (SoE) through its partnership and integration within the School of Journalism, Communication Arts, English, Art and Information School. The success of this certificate program as a whole is seen in the fact that it is currently a top three certificate on campus, and provides a space for students to showcase learned skills and abilities from their coursework. Furthermore, digital literacy is becoming a necessity in all fields - 80% of middle-skill jobs require proficient digital literacy in order to be successful (12).

Source: https://journalism.wisc.edu/news/digital-studies-certificate-embraces-technology-across-disciplines/

KEY ISSUES AND OPPORTUNITIES

Issues:

There is a lack of awareness surrounding certificates overall, specifically affecting the DSC program. When paired with a lack of targeted messaging to underclassmen, the DSC misses a large segment of potential students.

- We decided to add lack of awareness as a main issue due to our primary research findings. It became clear that certificates are not well promoted as a whole on UW-Madison campus, and was even more apparent that underclassmen are not targeted with any messaging surrounding certificates - this means that all certificates, not just the DSC, within the University of Wisconsin-Madison are missing a large segment of potential students.

There is a lack of branding for the DSC program overall, specifically lacking a focus on technology and digital application methods within messaging and course offerings.

- We discovered through our primary research that STEM students heavily value application based learning. The DSC lacked branding specific messages in regards to technology and digital application methods, even though there are extensive courses and opportunities within the program. Through primary research, the branding was also found to be confusing to some students. We found that clarifying the goals and outcomes of the certificate is very important to student brand recognition.

There is a lack of clear positioning and messaging across the DSC website and existing social media accounts, which leaves a gap in total marketing strategy and tactics.

- This insight has been altered from our secondary research as we found the positioning problem wasn't solely in the utilization of social media platforms as we originally thought. Instead, the problem is more generalized across all of Digital Studies' communications. This comes from a lack of understandable and consistent positioning. Since the most informative platform for DSC is their website, the issue is rooted in how the certificate is communicated on this platform more than any social media platforms.

KEY ISSUES AND OPPORTUNITIES

Opportunities:

Underclassmen enrollment at UW-Madison is growing which allows for the opportunity to capitalize on this new market and grow the DSC program alongside it.

- We felt as though this was a key opportunity for the DSC program that we missed during our initial secondary research. Though we were aware of the increasing enrollment and class sizes, we were unsure if underclassmen would be an applicable subgroup within our target consumers. After conducting primary research, it is clear that underclassmen are interested in pursuing certificates, and likely have more open time within their schedules than upperclassmen; there has simply been no successful messaging targeted at this age group.

With no clear position or messaging, there is room to position the DSC online and in-person as an opportunity for Soft-STEM students to gain career-relevant digital skills.

- Although a lack of branding can be seen as detrimental, this is a key opportunity for the DSC to fully consider a branding approach that encompasses the message they want to communicate with students. Since there is no existing brand position, the DSC is able to create a new, unique position on the UW-Madison campus as an opportunity for Soft-STEM students to become career ready with digital skills.

There is a substantial overlap in courses offered within the DSC and common course requirements for Soft-STEM majors, providing a seamless pathway for students to add the certificate to their graduation plan.

- We have already clearly outlined the disconnect in positioning and branding within the certificate program. The oversight of Soft-STEM courses that could potentially cross-list with the DSC may be what is contributing to less enrollment. By adding new courses or reminding Soft-STEM students of the amount of courses that overlap between their major and the DSC, the DSC has the opportunity to capture the attention of Soft-STEM majors.

MARKETING OBJECTIVES

1

In order for this strategy to be successful and impact our suggested target consumer enough to take action, we will focus on two main marketing objectives. **Our primary objective is to generate awareness around the Digital Studies Certificate program amongst Soft-STEM underclassmen within CALS and SoE**. We will focus largely on promoting career services and opportunities to underclassmen through in-person events, interpersonal communication and general program 'plugs' within introductory course lectures.

2

Our next objective is to create clear branding for the DSC program, emphasizing how DSC fits not only into the campus culture, but also within our target consumers' wants, needs and desires. **We will reposition the DSC as the home for technology opportunities, digital proficiency and overall career-readiness within the UW-Madison campus.** We will create cohesive brand guidelines with a new brand name, logo, color scheme and learning goals that will be promoted through all branded communication and partnerships on social media platforms and the DSC website. The brand, logo and color scheme will reflect overall UW-Madison values with the same font and official colors, but differentiate itself from the myriad of other certificates offered. This will be reflected through the course curriculum and messaging, promoted by our recommended influencers as well as visible throughout the program's website and social media.

POSITIONING STRATEGIES

We believe the first step to achieve these marketing goals is to reposition the brand so consumers understand the role of technology in the Digital Studies Certificate. To do this, we will rename and rebrand the Digital Studies Certificate program. Throughout our primary and secondary research, we found that names including the word 'Studies' are typically associated with theoretical courses that do not practice hard skills or give students the ability to work with online and digital platforms. We also found that STEM students in general value relevance to their future careers when enrolling in certificates, but within CALS and SoE specifically there are not offered courses involving modern technology and digital platforms that are necessary in today's workforce. Therefore, we are suggesting that the Digital Studies Certificate be changed to be referred to as the Digital Communications and Technology Certificate (DCTC). Changing the name to Digital Communications and Technology, more than using the word 'Studies', implies a hands-on approach with applicable, career-relevant skills rather than a theoretical approach to digital technology.

Behind DCTC, we will also suggest specific strategies that will create an identifiable brand personality to be seen throughout marketing tactics. UW-Madison as a whole presents itself as having "Inspired goofiness" that combines their "love of work and play to create a place that is unlike anywhere else" (81). In order to connect DCTC back to the university at large, the certificate should embody "Inspired career readiness". This not only exemplifies the core values of the certificate, but also continues to differentiate the program as a career focused addition to a student's academic package.

Within this brand personality, the DCTC brand should communicate messages that evoke hope and confidence from its target consumer, while also leaving them with the understanding that the certificate will help them become prepared and responsible enough for their future career endeavors. The new branding is designed to appeal to emotions of readiness as students prepare to graduate from college; to combat ideas of hopelessness and insecurities students may have about their future, this branding focuses on the positives through hopeful, confident messaging. This adaptable branding will inspire students to enroll in the certificate program in order to retain practical tools to help to prepare for post-graduate employment.

Font: Friz Quadrata

PRODUCT LINE STRATEGIES

Currently, the DCTC program offers various different course options, academic and career advising services and campus resources. There is a large variety of cross-listed courses, ranging across majors, that also count to fulfill DCTC requirements. A few majors and departments that the DCTC should continue to include in their course offerings are those within Communication Arts, Journalism, Library and Information Studies, Life Science Communications and Computer Science. One potential milestone the DCTC could aim for is to add five total courses across the College of Agriculture and Life Sciences and the School of Education for the Fall 2022 semester. In order to be even more successful, the DCTC should consider to cross-list more courses within the Life Science Communications, Environmental Science, Psychology and Computer Science departments. By including more of these courses, the DCTC can capture more students who are interested in the intersection between soft-STEM concepts and digital technology, that they may not have access to in their formal majors and courses.

Source:https://www.facebook.com/uwmadisonsjmc/

Source: https://mobile.twitter.com/uwmadisoncals

Source: https://www.facebook.com/UWMadisonEducation/

As for services the Digital Communications and Technology Certificate offers, there are many helpful resources within the website, but they are unfortunately not promoted or presented properly. Within offered services, the “Career Advising” aspect should be the main focus. Pam Garcia-Rivera should continue to be used as a resource, but should not be the primary source as she specializes solely in Media, Information and Communication. Additional resources should be made available for current and prospective students to access a network of DCTC alumni. Specific alumni could be available for appointments and advising services, as well as general profiles for students to learn more about how DCTC can help in future careers. These alumni should be broken down by field so that students from different majors with different future prospects can see what is relevant to them. Furthermore, the upcoming Digital Gigs program within DCTC should be as robust as possible. By offering students jobs that are applicable to the real world and can build their resumes, the DCTC can tap into the desire of students to be prepared for future careers.

PLACE STRATEGIES

Our strategic value consumer (SVC) currently interacts with the Digital Communications and Technology Certificate in advisor meetings, through their website, friends and on social media. Students go to each specific source with a goal in mind. When students are looking for advice or expert knowledge, they will schedule a meeting with their advisors to learn more about certificates. When students want to personally educate themselves on certificates, they will go straight to the source, in this case, the DCTC's website, where data shows that students interact on a page for about five minutes (22). The most influential source is when students hear word-of-mouth promotions from their friends already in the program, who give anecdotal and personal experience information about the certificate, allowing students an inside look of what the certificate entails. The least effective place they interact with the DCTC is through social media, where students quickly scroll on their page, uninformed of what the certificate will teach them.

In summary, individuals are going to look to experts to gain educational information; whether it be an advisor or someone they know that is enrolled in a certificate program, and that direct information has the most sway on whether or not they declare in a certificate. Social media is typically a great way to generate awareness, but students aren't going to the DCTC Instagram to learn information about a major or a certificate. They will use this platform once declared to learn about events and experiences they can gain from the program, and maybe see what alumni have achieved since graduating.

UW-MADISON
UNDERGRADUATE
ADVISING

Source:https://m.facebook.com/UWMadFinAid/photos/a.444178842604473/1185119265177090/?type=3

Source: https://news.wisc.edu/incoming-freshmen-say-soar-prepares-them-for-life-as-a-badger/

13-POINT MESSAGING STRATEGY

WHO?	Soft STEM, underclassmen undergrad students in the College of Agriculture and Life Sciences and in the School of Education
WHY CARE?	Taking the DSC certificate helps create the step you need to stand out in the career world and leverage yourself as a modern candidate.
WHY BELIEVE?	This certificate program is a top three certificate on campus, and there are countless examples of student work that showcase learned skills through coursework.
INSPIRING INSIGHT	Opportunity to prepare for future careers to apply learned and growing knowledge in the multi-faceted digital world.
DCTC DIFFERENCE	This certificate offers real world skills and applications through one-of-a-kind resources that ultimately prepare students for their career, whatever the field.
MESSAGING	This certificate will complement your education by giving you the essential technology and digital communication skills you need to be prepared for your career. **One main-phrase:** Career-practicality and readiness **Tone/Feelings:** Confident, Hopeful - consumer should feel motivated to declare the certificate and eager to learn new skills.
APERTURE & CTA	The aperture moment is close to enrollment deadlines each semester for current UW students exploring various academic pathways; the best reach place is in their learning environment. CTA: Independently learn more about DSC though the DSC website, friends, and advisors
LINGERING DOUBTS	The lingering doubt the consumer may have is if certificates in general are beneficial, given most top universities have minors that offer more on a resume.
LIVE THE BRAND	Keep the certificate program at students' top of mind when searching for classes and consider themselves a DCTC student in the same way they consider themselves a student of their major.

PROMOTION STRATEGIES

Email Marketing

In terms of the email marketing tactics, the DCTC should employ monthly alumni newsletters to emphasize and foster a community within the DCTC program. This newsletter would ideally feature stories from alumni showcasing how their time completing the DCTC as an undergraduate has helped them in their career. This communication will also provide current and prospective certificate students with ample opportunities to create meaningful and valuable connections. In addition, the DCTC should implement a portfolio or work showcase of current certificate students' efforts on-campus that could be sent to prospective students, depicting how the DCTC helps individuals become career-ready and a good employment candidate once they graduate.

Live-Events

An important part of student engagement is going past digital communication to build in person relationships with the student body. To gain recognition and promotion within CALS and SoE Soft-STEM students, the DCTC should target the following general STEM specific introduction level classes as they are the most popular among our target audience: Chemistry 103/108/109, Biology 101/151/152, Math 112, Statistics 301, Physics 103, Psychology 202, Anatomy and Physiology 335 and Education Psychology 331. Within these courses, a DCTC representative should educate students on DCTC course work, cross-listing, and future steps in enrollment. Additionally, the DCTC representative should focus on how the DCTC specific program improves digital literacy and increases employability and career readiness for students after graduation.

Source: https://www.usnews.com/best-colleges/university-of-wisconsin-3895

PROMOTION STRATEGIES

The Career Fair, Majors Fair, and SOAR are additional UW-Madison sponsored events that provide excellent in-person opportunities for DCTC representatives to interact with students. Students that go to career and major fairs are looking for direction. This is the perfect time for the DCTC to showcase their relevance in the digital adapting world. SOAR also offers an opportunity to help guide and shape a student's course selection. It is important to educate these incoming and current students on DCTC and the career advantages it offers.

As shown in our secondary research, alumni spotlights were some of the most interacted with social media posts. Playing into this idea, the DCTC should produce alumni speaker events to showcase how the DCTC has positively affected their career aspirations. We recommend that the DCTC should focus not just on humanities students, but also general STEM students and the applications this certificate has to their career aspirations. Creating a holistic view of how the certificate functions in real life situations will both diversify speakers as well as increase appeals to a myriad of students.

Physical Spaces

The DesignLab and the 5th floor of Vilas should be used as promotional spaces for DCTC. These places are already essentially the homes of the certificate but they do not physically represent this in their brandings. By utilizing these spaces for DCTC promotions, students can be reminded of the certificate and see some of the work that students within the certificate are creating. This promotion placement is the perfect way to show off the skills that DCTC can offer to students and can potentially be a way to recruit students not already taking the certificate.

DesignLab

Source: https://designlab.wisc.edu/for-instructors/syllabus-blurb/

Source: https://commarts.wisc.edu/about/contact/

PROMOTION STRATEGIES

Website

Within the website specifically, the overall structure and information included should be updated to better suit the consumer's journey and needs. First and foremost, the "Knowledge & Skills Learning Goals" content should be updated to better reflect course offerings and career opportunities within the program, specifically highlighting career-practicality. The content within the "Alumni" page should be changed to represent "Our Network"; this would involve more in depth profiles of DCTC alumni, diving into how the certificate helped them and where they are now, as well as current student profiles with portfolios and personal anecdotes about their choice to enroll in the program and what their career aspirations are.

The "Careers" page of the website should be updated to relate to students' future goals and aspirations, called "Your Future". This page would include contact information for Pam Garcia-Rivera, SuccessWorks specific Community leaders, as well as general information about LinkedIn and Handshake. Additionally, this page should have information about Digital Gigs, DesignLab, Software Training for Students and Student Organizations. This organization and separation of topics not only clarifies what resources and opportunities are available for DCTC students, but also emphasizes the alignment between DCTC and student values. Connecting prospective students to current and past DCTC members will provide a sense of community as well as an entire network with prime examples of career-success stemming from the DCTC program. Emphasizing a student's future, whether that be within school or post-graduation, creates a sense of security and demonstrates how the DCTC can aid prospective students throughout their future.

PROMOTION STRATEGY

Social Media

In regards to social media, the DCTC should avoid using these channels as its primary place of information. This is because students do not view social media sites as a place to gain insightful information about an academic program. Even if they happen upon an academic program's account, they are very likely to overlook the information there, unless it is something they can apply directly to their courses and career path. Instead of posting information about declaration, courses and certificate specifics, the DCTC should use its platforms, such as Instagram and Twitter, to drive overall awareness of the program as well as to promote events and advancement opportunities. Since the social media accounts are not going to be the main source of information for the DCTC, the website should be linked within the accounts, such as in the bio, so that students can easily access more information.

Influencer Marketing

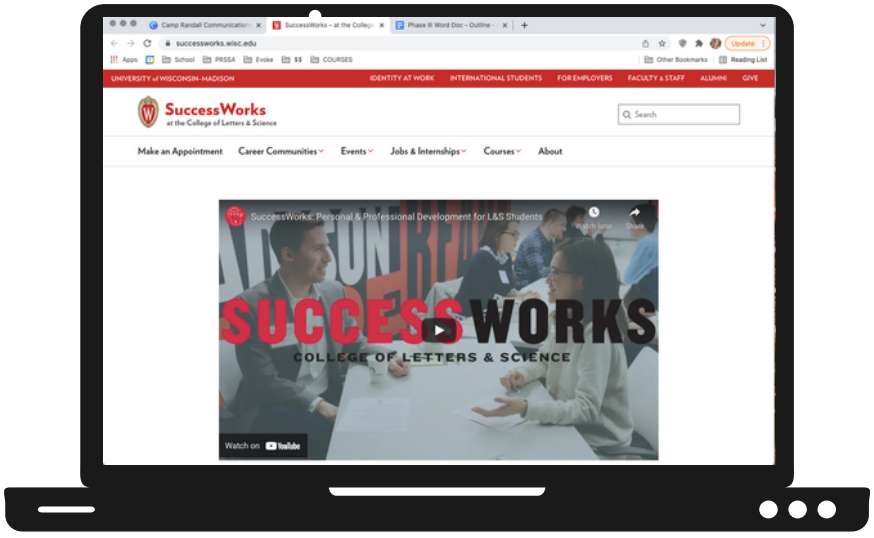
For influencer marketing, the DCTC should utilize professors, current student representatives and SuccessWork career advisors as these are top influencers for DCTC's target audience. DCTC course professors can influence potential students through in-class promotions, specifically including introductory CALS and SoE classes. Current students enrolled in the DCTC program can also be advocates for the program.

For SuccessWork career advisors, DCTC should focus on leaders of the Environment, Material Resources and Wildlife, the Nonprofit Management and Education, and Human Services Communities communities. Specific advisors in mind from these communities include Maureen Muldoon - who manages two out of three of the target communities - and Kathleen Rause. SuccessWorks advisors already see the value in the DCTC, understanding that it " teaches students how to use information in a practical way" and that "[DCTC] is allowing students to take whatever you're studying and apply it digitally" (Beth Karabin). Partnering with SuccessWork advisors will directly address what the majority of STEM students are curious about when declaring a certificate - relevance to their future careers and potential greater job prospects.

Lastly, DCTC should work with academic advisors, specifically advisors for CALS and the School of Education. Advisors were identified through our primary research as the most important influencer to general STEM majors when declaring a certificate. Compared to current certificate students, general STEM students are more likely to be influenced by advisors than their peers. Advisors know these students and their respective majors well enough to recommend specific Digital Communications and Technology courses depending on the student's needs.

PARTNERSHIP STRATEGIES

The main partnership we will focus on is with SuccessWorks on UW-Madison's campus. SuccessWorks is a department within the College of Letters and Science, but students in any major or school are able to access unique resources, including internship and career advisors, for personal and professional development (82). Within the department, there are five Internship and Employment specialists that work with students to plan for recruitment events and internship opportunities (82). Additionally, SuccessWorks offers eight specialists that work within the different "Career Communities" to aid students through their current and future career paths (82).



Source: http://successworks.wisc.edu

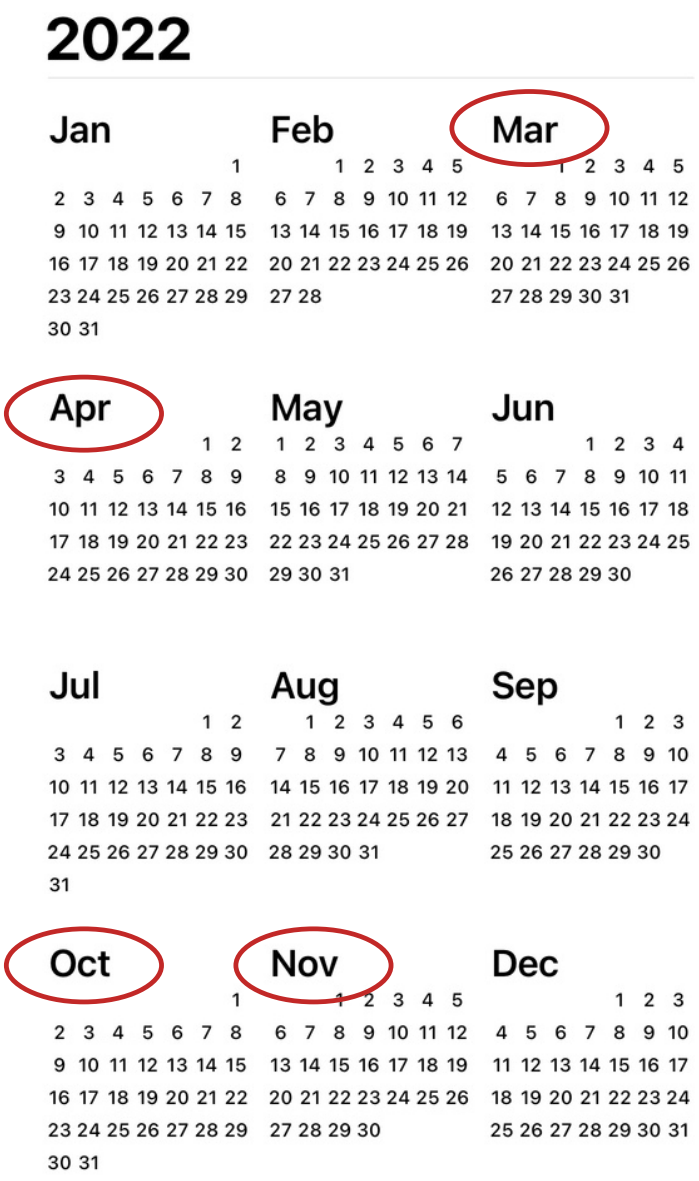
The Digital Communications and Technology Certificate has worked in the past to promote both broad and career specific events and resources offered by SuccessWorks, but this partnership has the potential to be much more complex and integrated. By positioning the DCTC as an opportunity for students to unlock skills with career practicality and applicability, SuccessWorks advisors and mentors have the chance to promote DCTC as an option for students ready to become job-ready. Furthermore, SuccessWorks as a whole has the has the ability to promote DCTC events, classes, alumni information and more through their website and social media profiles. Community leaders within the Environment, Material Resources and Wildlife, Nonprofit Management and Education as well as the Human Services Communities will be specific influencers for the program, but SuccessWorks as a whole is a great candidate for a long-term partner.

According to our primary research survey, 60% of general STEM students rated "relevance to your future career"and "leads to greater job prospects" as the most important factors in deciding whether or not to take a certificate. This demonstrates the value general STEM students place on career-readiness and practicality, especially when enrolling in certificates, which exemplifies why SuccessWorks is a perfect partner for the DCTC program.

CAMPAIGN SCOPE

This campaign will be largely focused throughout the academic year as a whole, September through May, but will require additional promotions and advocacy through specific months and seasons. The website and social media should be utilized and updated regularly throughout the year. Similarly, core influencers should continue to promote the DCTC year-round, with additional discussion and word of mouth marketing around specific months. There is potential to promote seasonal events around physical spaces in the DesignLab and the 5th floor of Vilas Hall, but once they have been updated to better represent the DCTC program they should remain consistent.

For those strategies that do require additional promotions, there should be an increase in promotion and messaging around enrollment dates for undergraduate students to spark awareness, peak interest and garner potential education on the program. For incoming freshmen only, fall enrollment occurs in the summer months between June and August; due to the lack of awareness of certificates as a whole and the difficulty to reach these students before they arrive on campus, we will not focus on this enrollment period. For all other undergraduate students, spring enrollment commences in late-November and early-December and fall enrollment commences between early and mid-April. This means that October, November, March and April are key months for all certificate programs; the DCTC should increase promotions, both in-person and online, to spark interest among potential students. We have no evidence to suggest there is a regional difference that would be beneficial, so the DCTC program should center it's focus on Madison, WI throughout the calendar year.



CONSUMER JOURNEY

Investigation/Education: DCTC should promote baseline informative details that show plainly how easy it is to declare and overall course/credit requirements. This will be promoted through the majors fair at UW-Madison so students can learn about the certificate programs that are available while they are still exploring majors. In addition to the majors fair, influencers and student advocates will help inform underclassmen in entry-level courses to garner more introductory exposure.

Consideration: These promotions will focus on the real-world applications and job opportunities that students can obtain by adding DCTC to their curriculum. This creates a deeper relationship than just simply awareness and exposure, as students start to consider applying for the certificate. Ways that students can be exposed to this type of promotion include drop-in advising sessions with the influencers we previously outlined. The goal of these sessions is for a quick appointment offering an overview of the opportunities available with this certificate program.

Purchase: Here, students are at the point of declaring. Promotion will detail next steps and explain how to organize the student's curriculum to fit in the Digital Communications and Technology Certificate. Ways to do this include students meeting with their major advisors or with Amy Schultz, where advisors can explain popular classes that students enjoy and get the most out of.

After Purchase: The goal here is to keep the retention of these students. Advisors and influencers can encourage students to follow DCTC social media platforms to stay tuned into events and opportunities for professional development. Ways to increase and retain engagement on DCTC social platforms include contests and shoutouts of student work that keep students interacting. This same strategy can be applied to email marketing from DCTC by highlighting student work in newsletters.

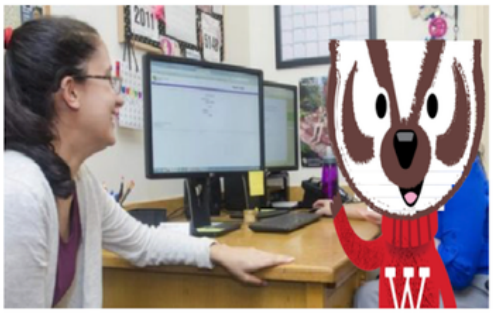
Advocacy: When the consumer is expected to stay within the program, the goal of DCTC is to get these loyal consumers to reach out to their own networks and advocate for DCTC on their own. Ways to encourage students to do this is by pushing them to share their coursework and mention to their friends how much they are learning in the DCTC program. One strategy is to offer to publish student work on the DCTC website so that the student can share the link with their own social platforms.

BUCKY'S CONSUMER JOURNEY AT UW-MADISON

Investigation/Education

Consideration

Purchase



After Purchase

Advocacy

Advocacy

Through our primary and secondary research, we confidently believe that we have identified key issues and opportunities that the **Digital Communications and Technology Certificate** must address to continue and increase success on UW-Madison's campus. There is not only a lack of awareness throughout the student body, but there is also no clear brand positioning currently differentiating the DCTC from its competitors. There are several potential opportunities that the DCTC can and should capitalize on in order to continue growing in popularity and awareness within the University. **We are extremely passionate about our suggested messaging, promotions and branding for the certificate program and strongly feel that our strategy will greatly benefit the DCTC.** We are grateful for the opportunity to conduct research and present our findings and truly hope that our recommendations are taken into consideration. Special thank you to Deb Pierce, Amy Schultz and Robert Howard for your continued support throughout this process. **On, Wisconsin!**

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