Marketing and Recruiting for the Education Abroad Office at the University of Connecticut

Final Marketing and Recruiting Plan to Increase UConn STEM Student International Mobility

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EXECUTIVE SUMMARY

The following plan provides an outline for recruiting science, technology, engineering, and math (STEM) students to participate in international programs through the Education Abroad (EA) office at the University of Connecticut.

In its institutional mission statement, the University of Connecticut (UConn) articulates a commitment to fostering global citizens who contribute to local, national, and international communities. UConn’s Academic Vision (2014) states the University’s dedication to supporting students in the STEM fields through Next Generation Connecticut, a 10-year, $1.5 billion expansion of STEM opportunities that is allowing UConn to improve its research facilities, establish STEM-specific housing, and expand STEM programming. The Academic Vision also has a stated goal of doubling the number of UConn students who study abroad by the year 2020. These two commitments make support for increasing the number of STEM students who study abroad a logical next step for the EA office.

Therefore, this plan provides recommendations to the EA office to increase the number of UConn STEM students who take advantage of EA opportunities. The primary target market of this recruiting effort is current UConn STEM students with a secondary target market of STEM student “influencers” that includes STEM faculty and the parents of STEM students.

1. In order to complete this task, four goals have been identified:
   2. Increase the number of UConn STEM students studying abroad;
   3. Increase the perception by STEM students that study abroad is worthwhile;
   4. Increase Education Abroad’s STEM-oriented social media presence; and
   5. Increase the perception by STEM student influencers that Education Abroad is worthwhile.

The strategies outlined in this document are designed to reach these goals over the course of an 18-month recruiting plan, starting January 2015.

A SWOT analysis was performed to discover the internal strengths and weaknesses of the EA office as well as the external opportunities and threats. Likewise, a competitor analysis was executed to determine the opportunities that STEM students find to be more attractive than EA. Both of these analyses are outlined further in the document that follows.

Four promotion strategies are recommended to meet the goals listed above:

1. Refocusing Education Abroad resources for stem students to underline area of study rather than geographic area;
2. Emphasizing the career development benefits of studying abroad;
3. Engaging STEM faculty and the parents of STEM students as key stakeholders and influencers in the decision to study abroad; and
4. Increasing STEM student engagement with Education Abroad social media accounts.

Detailed descriptions of each strategy are included in the following document along with a number of techniques for measuring the outcomes of this marketing and recruiting plan.
UNIVERSITY OF CONNECTICUT MISSION AND ACADEMIC VISION

The University of Connecticut (UConn) endeavors to prepare students to be global citizens and contribute not only to local but international communities. Per the University’s Path to Excellence (2014), the institution focuses on teaching and learning, and aims to encourage intellectual growth “through research, teaching, service, and outreach” (UConn, p. 9). The University hopes to “embrace diversity and cultivate leadership, integrity, and engaged citizenship in [its] students, faculty, staff, and alumni” (UConn, 2014, p. 9). As part of its strategic plan, called the Academic Vision, the University of Connecticut proposes expanding “educational opportunities, research, and innovation in diverse fields of study, with an emphasis in science, technology, engineering, and mathematics (STEM)” (UConn, 2014, p. 6).

Two tasks that have been explicitly stated in the Path to Excellence are directly related to the office of Global Affairs and the Education Abroad (EA) office within it. The first is to attempt to double the number of UConn students who participate in Education Abroad programs by 2020, and the second is to “explore the establishment of a Global Education Institute focusing on education abroad, interdisciplinary global studies degree options, and global studies certificates” (UConn, 2014, p. 42).

The EA office will play an essential role in determining the success of UConn’s current strategic plan. This marketing and recruiting plan outlines how to attract a strategic target market of STEM students to engage with opportunities through Education Abroad and will contribute to the measurable advancement of UConn’s mission and vision.

DEFINITION OF TARGET MARKET AND SEGMENTS

As this recruiting and marketing plan has been developed to increase the number of University of Connecticut STEM students who participate in international opportunities through the EA office, the primary target market consists of students currently studying in STEM fields at UConn (see Appendix A). Currently, STEM students make up almost 40% of the student body of UConn, and about 20% of STEM students are participating in EA opportunities, which is in line with the national average for STEM students.

Students in the ideal target market are hard-working and excel in their academic endeavors. As such, there is overlap with STEM students and students involved in the UConn Honors Program. Therefore, all students specifically accepted into the UConn STEM Scholars programs represent an ideal segment of this target market. As students in this target market are academically-minded, they are committed to maintaining above-average GPAs and are focused on their future careers. This mindset manifests in a commitment to activities that complement their future academic and professional goals.

As highly academic STEM students weigh decisions carefully, students in the primary target market are unlikely to participate in EA without faculty and parent support. Therefore, a secondary target market is comprised of these STEM student “influencers.” It is essential to include both of these segments in a comprehensive marketing and recruiting strategy.
GOALS AND OBJECTIVES

The specific, measurable, attainable, relevant, and time bound goals this marketing and recruiting plan aims to reach are as follows:

1. Increase the international mobility of UConn STEM students.
   a. Objective 1: Increase the percentage of STEM students studying abroad from 20% to 24% by Fall 2016.
      i. This goal will be tracked and measured every year by keeping record of the number of STEM student participants in UConn Education Abroad programs.

2. Increase the perceived value of international experience for STEM students.
   a. Objective 1: Increase by 20% the perceived value of Education Abroad opportunities for career development for STEM students by Fall 2016.
      i. This objective will be measured by online student surveys conducted by the Education Abroad office in Spring 2015 and Spring 2016

3. Increase Education Abroad’s social media presence and activity
   a. Objective 1: Increase the number of Facebook and Twitter followers on Education Abroad social media accounts.
      i. 50 new Facebook STEM followers each semester starting Spring 2015
      ii. 10 new Twitter STEM followers each semester starting Spring 2015
   b. Objective 2: Increase the amount of EA social media engagement of STEM students.
      i. 50 Facebook likes of STEM related content each semester starting Spring 2015
      ii. Achieve 30% of Facebook and Twitter followers identified as STEM students

4. Increase the perception by STEM faculty members and parents of STEM students that Education Abroad is a valuable opportunity
   a. Objective 1: At least 10 parents attend a virtual STEM information session each semester
   b. Objective 2: EA staff meet with 10 selected faculty ambassadors one-on-one each semester

SWOT ANALYSIS

The following analysis outlines the strengths, weaknesses, opportunities, and threats (SWOT) of the Education Abroad department regarding increasing UConn STEM student international mobility. A SWOT analysis identifies the internal (strengths and weaknesses) and external (opportunities and threats) factors affecting a particular organization. For the purposes of this plan, anything not controlled directly by the EA office was identified as an external factor.

Strengths

Strengths are the positive factors internal to the Education Abroad that will inform and reinforce the recruitment plan. The EA office already provides numerous information sessions for prospective study abroad students throughout the academic year. These information sessions, called “Study Abroad 101,”
give students basic information on planning for EA opportunities. Currently the EA office also offers one STEM-specific information session each semester. This particular strength feeds into this marketing and recruiting plan, as the framework for tailoring information to STEM students already exists.

Another strength of the EA office is that it has existing social media accounts. These accounts can provide greater traction in terms of engaging prospective study abroad students, so it is positive that they already exist and have some use by the office. Furthermore, the EA office is financially stable and self-sustaining, making the creation of new recruitment plans feasible. In addition to the financial capital that makes the EA office successful, the department enjoys an intelligent and creative team of staff members.

The EA office also has strengths in the numbers of students who already participate in study abroad. The office has had great success with its study abroad programs that are nursing-specific; currently 40% of nursing students study abroad. Given that nursing students are STEM students; this is a positive sign that, given the right circumstances, more students can be enticed to participate in EA opportunities. Currently, about 20% of UConn STEM students overall are studying abroad, which is in line with the national average, and there is great interest in study abroad given the number of applications received by the EA office.

**Weaknesses**

There are also several negative internal factors that can be defined as weaknesses for the EA office. Although there is one information session specifically targeted to STEM students each semester, this is not enough to adequately meet the specific needs of STEM students and represents a very small segment of the total number of general Study Abroad 101 sessions offered.

Furthermore, EA’s social media presence is low and there is very little student engagement with its accounts. The posting timeline is inconsistent, and posts are not targeted to STEM students. Additionally, while the EA office has a dedicated and talented group of staff members, the office has been consistently understaffed for many months due to prolonged medical issues and other circumstances.

Moreover, because the University of Connecticut has not been able to effectively accommodate international exchange students in recent years, the EA office has stopped searching for new exchange partnerships at the moment. This means fewer opportunities for UConn students to enroll in international universities as part of these exchanges. In terms of numbers, the percentage of STEM students studying abroad has remained stagnant in recent years and there is a low yield when it comes to EA applications turning into EA program participants.

**Opportunities**

Besides internal factors, the Education Abroad office has several external factors that affect its ability to recruit STEM students to study abroad. These external positive factors are opportunities within the greater University of Connecticut. Among these opportunities is the general favorable trend toward internationalization across campus. This means greater awareness by faculty and staff of the importance
of international education, including in the STEM departments. One of the ways in which UConn is investing in more faculty-led EA opportunities is through grant funding for new faculty-led programs, which is a significant opportunity for growth. Greater interest on the part of faculty in encouraging students to study abroad can translate to more students perceiving study abroad as a feasible and worthwhile part of their education.

There are opportunities for growth as well in terms of social media, as students in the target market are already very active on social media. Another opportunity for growth lies with following up on the many applications the EA office receives with the aim of increasing the yield. Because many of these applications come from students who have had no previous contact with the EA office, this has been defined as an external factor.

**Threats**

There are many negative factors influencing the EA office’s ability to recruit STEM students, which are defined to be threats. One of these threats is that STEM students are particularly concerned that their grades might be negatively affected by studying abroad because they might not be able to adjust to different teaching systems and methods internationally. STEM students also have particularly demanding degree requirements, making spending time off campus less feasible than for students in some other degree programs.

Furthermore, being a public institution, UConn has a small endowment, which translates to less ability to offer students scholarships or other relief for fees related to studying abroad. This, in conjunction with continually rising tuition, is a significant threat to recruiting more STEM students. Finally, STEM students often view domestic internship opportunities as better alternatives to study abroad in terms of professional growth and career development.

**SWOT Matrix**

The following SWOT matrix outlines the factors described above.
<table>
<thead>
<tr>
<th>Internal Opportunities</th>
<th>External Opportunities</th>
<th>External Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Favorable trend toward internationalization across campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UConn faculty have shown increased interest in sending their students on programs through the Education Abroad (EA) Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant funding for new faculty-led programs exists external to the Education Abroad office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current students are active on social media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many STEM students start an application with the EA office</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Threats</th>
<th>External Opportunities</th>
<th>External Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM students are concerned with different teaching systems/methods abroad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STEM students have demanding degree requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition increases annually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UConn has a small endowment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paid domestic opportunities are viewed as a better alternative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Internal Strengths**

1. Education Abroad (EA) Office is already providing study abroad info sessions and fairs
2. EA Office already has social media accounts
3. EA Office is financially stable.
4. EA staff makes up an intelligent and creative team
5. EA Nursing Programs have a high rate of participation among nursing students (40%)
6. 20% of STEM students study abroad, which aligns with the national average (21%)
7. There is a sufficient number of applicants to EA programs

**Internal Weaknesses**

1. Few info sessions specifically targeting STEM students
2. EA Office has a very low social media presence
3. No departmental or school-funded scholarships for Education Abroad (EA) programs
4. Limited staffing
5. Search for new educational exchange opportunities has stopped
6. Percentage of STEM students studying

**SO: Opportunities for Growth**

- Use existing info session and fair set-up to target STEM students more directly
- Use existing social media sites to promote EA programs to STEM students
- Promote the EA Nursing Programs as a success story for STEM study abroad on social media
- Track prospective study abroad students by sending information and deadline updates by EA staff
- Regularly follow up with students who have started an application for an Education Abroad program

**ST: Reduce Vulnerability**

- Use social media to promote STEM specific scholarship opportunities
- Post study abroad alumni personal stories on the impact of study abroad in STEM careers
- Invite STEM faculty to participate in information sessions/promote new programs
- Have social hours with current study abroad alumni to increase awareness and accessibility of STEM opportunities
- Promote short-term faculty led programs at EA info sessions

**WO: Overcome Weaknesses**

- Use information sessions to provide information on degree planning, scholarship opportunities and other financial resources
- Promote STEM student abroad through other campus internationalization projects

**WT: Protective Approach**

- Send degree planning information to all STEM students who open Education Abroad Applications
- Send financial planning informational to all STEM students who open EA applications
- Publicize external scholarship opportunities
abroad has remained stagnant
7. Low yield (less than 50%) of participants from applicant pool

COMPETITOR ANALYSIS

As the EA office is targeting students who are currently enrolled at UConn, many of its main competitors are internal to the institution. Primary competition lies in opportunities or compensation available to students that may have to be sacrificed in order to spend time participating in programs through the EA office. The following factors were considered in defining and analyzing EA’s main competition for recruiting STEM students:

- STEM student access to programs or opportunities
- Perceived value of program or opportunity to STEM students
- Cost to STEM students (both monetary and in lost opportunities)
- Potential STEM student compensation and other benefits
All considerations regarding primary competition have been outlined in the following table:

<table>
<thead>
<tr>
<th>Name of Competitor</th>
<th>Product-Specific Data</th>
<th>Location</th>
<th>Duration/Timing</th>
<th>Benefits</th>
<th>Cost to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic Paid Internships / Junior STEM Jobs</td>
<td>Internships on campus or in the area that provide compensation and hands-on experience in the student’s chosen field</td>
<td>UConn campuses and cooperating businesses or organizations</td>
<td>Varies by internship: short or long term, summer, any semester or across multiple semesters/years</td>
<td>Compensation, Applicable first-hand experience, Networking opportunities</td>
<td>Time, Additional living expenses on or near campus during breaks, Inability to take advantage of other opportunities, Balancing work with studies, GPA may suffer</td>
</tr>
<tr>
<td>Domestic Internships for Credit</td>
<td>Internships on campus or in the area that provide academic credit and hands-on experience in the student’s chosen field</td>
<td>UConn campuses and cooperating businesses or organizations</td>
<td>Varies by internship: short or long-term, any semester or across multiple semesters/years</td>
<td>Applicable first-hand experience, Networking opportunities, Credit toward degree requirements</td>
<td>Time, Additional living expenses during breaks, Additional fees, Inability to take advantage of other opportunities, Balancing work with studies, GPA may suffer</td>
</tr>
<tr>
<td>UConn-sponsored research assistantships</td>
<td>Assistantships that provide hands-on, field-specific research opportunities for STEM students</td>
<td>UConn campuses and cooperating businesses or organizations</td>
<td>Varies: short or long-term; any semester</td>
<td>Practical experience in the field, Research collaboration with STEM faculty, Networking opportunities</td>
<td>Time, Balancing working with studies, GPA may suffer, Inability to take advantage of other opportunities, Balancing work with studies, GPA may suffer</td>
</tr>
<tr>
<td>Jobs, Work-Study or Other</td>
<td>Positions that provide compensation and/or field experience</td>
<td>UConn campuses and cooperating businesses or organizations</td>
<td>Varies: short or long-term, depending on the job</td>
<td>Compensation, Valuable work experience</td>
<td>Time, Additional living expenses during breaks, Balancing working with studies, GPA may suffer, Inability to take advantage of other opportunities</td>
</tr>
<tr>
<td>Winter/Summer Inter session Courses</td>
<td>Special or required courses offered in the winter or summer sessions</td>
<td>UConn campuses</td>
<td>Short-term sessions during winter and summer breaks</td>
<td>Fulfill degree or specialization requirements</td>
<td>Additional living expenses during breaks (e.g., housing), Winter: $1228/course, Summer: $1215/course, Not getting a break from campus/regular coursework, Inability to take advantage of other opportunities</td>
</tr>
</tbody>
</table>

**Domestic Internship Opportunities**

UConn’s Center for Career Development specifically targets STEM students for participation in domestic internships that are paid and/or offer University credit. These internships are attractive to the high-achieving target market, as they are generally highly interested in improving their resumes for future graduate school applications and job opportunities. The Center for Career Development promotes these opportunities through many online resources along with conducting information sessions to help
students apply for internships. The Center also offers alumni career panel sessions with the College of Liberal Arts and Science (CLAS) for specific majors, including STEM fields.

Domestic internship opportunities are important competition to consider because many STEM students see a high value of participating in internship opportunities that are directly related to their fields of study. This perceived value is more tangible than the value of transferrable skills they can gain from international education opportunities. It may seem easier to students to explain how internship opportunities are relevant to their careers than to explain the relevance of EA opportunities.

However, there are costs to the student associated with participating in internship opportunities, be they paid, unpaid, or for credit. Students still must take into account additional living expenses associated with being on or near campus during breaks in the academic year. Credits must also be paid for in terms of tuition, which means that students may sacrifice other courses to allow for the number of credits their internships require. All opportunities students take advantage of, including internships, also incur the cost of being unable to take advantage of other overlapping opportunities.

**University-Sponsored Research Opportunities**

Students in STEM fields often have the opportunity to be funded as research assistants for specific faculty research projects. This is an exciting opportunity for STEM students because they gain relevant, applicable experience in their fields of study. It is an honor for students to be asked to perform research with a faculty member, resulting in the perceived value of that experience being higher than the perceived value of EA opportunities. The costs of participating in UConn-sponsored research opportunities are similar to those of internship opportunities, in that students may need to consider additional living expenses and may be prevented from participating in other opportunities, such as jobs or study abroad. Research opportunities may take place during the academic year, which requires students to balance their coursework with research work, and could cause their grades to suffer. These positions are often paid, however, which mitigates some of these costs for students.

**Jobs: Work-Study or Other**

STEM students have the opportunity, if qualified, to be employed either by the University for work-study positions, or by outside businesses and organizations. Work-study students will earn monetary compensation to supplement the cost of living while pursuing a UConn STEM degree. Off-campus businesses and organizations offer students the opportunity to work either in unrelated jobs or within their chosen fields while completing coursework.

The junior engineering program highlights the potential merits of this competitor, as undergraduate engineering students have the option to work as junior engineers for an engineering firm, and are able to shadow professional engineers as well as acquire hands-on training in the field. These positions are also paid. This opportunity is attractive to students for similar reasons as the research and internship opportunities, in that it may seem more directly applicable to STEM students’ degrees than international experience. However, like research or internship opportunities that occur during the school year, jobs and work-study require students to balance their coursework and their other responsibilities and could negatively affect their grades.
Winter/Summer Intersession Courses
UConn offers various winter or summer intersession courses that may conflict with the timing of short-term EA programs. These sessions offer STEM students the option to take required courses in a more spread-out manner, to alleviate some of the issues related to the fact that STEM majors have dense and highly structured degree maps. This is attractive to STEM students who are concerned about their GPAs as well as those who are concerned with the possibility of falling behind academically. Winter and Summer Intersessions are a direct competitor of EA, as those academic breaks may be the only times that STEM students can participate in study abroad. The costs of these sessions are approximately $1200 per credit, as well as additional living expenses associated with being on campus during academic breaks. It also prevents students from having the ability to take advantage of other opportunities, such as internships or international experiences.

COMPLICATING FACTORS
In addition to EA competitors, other factors exist that deter STEM students specifically from participating in Education Abroad Programs. These factors prevent students from considering study abroad or hinder students’ existing interest by being perceived obstacles. The following factors may cause students to make a choice between studying abroad and completing their coursework on the UConn campus.

Advanced On-Campus STEM Facilities
UConn has a number of world-class STEM facilities, including a mass spectrometry facility, nuclear magnetic resonance facility, the Boehringer Ingelheim Pharmaceuticals, Inc. Dosage Forms Laboratory, and the Center for Clean Energy Engineering. Moreover, UConn’s STEM facilities will be renovated and several new projects will be completed with the $1.5 billion funding from Next Generation Connecticut. New projects will include the addition of a new Science and Engineering Building, two residence halls for STEM students and Honors students by 2017. This may cause STEM students to be less inclined to study abroad when foreign universities are not guaranteed to have the same level of STEM facilities as UConn. STEM students may also feel that they should take advantage of opportunities available to them at home before seeking opportunities internationally.

Honors Program Requirements and Benefits
Many STEM students also participate in the Honors Program, which adds to existing concerns of degree requirements and maintaining a high GPA because of the additional Honors Program requirements, including that of taking specific Honors Core Courses. Student concerns about the accreditation of foreign universities and credit transfer can negatively affect a STEM students’ desire to study abroad. Even short-term programs require additional time away from degree requirements which may deter Honors students from studying abroad.

Honors students also have the option to select Honors on-campus housing, which provides students with an opportunity to build stronger relationships with their fellow peers, network with upperclassmen, and explore campus organizations. Spending a semester abroad would distance the
student from the UConn STEM and Honors communities and decrease the opportunity for students to be active contributors of those communities.

**Pedagogical Concerns**

Students with existing concerns about maintaining their GPAs may also be deterred from studying abroad due the pedagogical differences of foreign education systems. Students may not be willing to learn how to navigate an unfamiliar pedagogy for fear that they may not be able to be as academically successful abroad as they would be at UConn. The EA Office is aware that maintaining a high GPA is a strong deterrent for STEM students’ interest in opportunities abroad.

**PRICE SENSITIVITIES AND VALUE PROPOSITION**

**Pricing Structure**

The pricing structure of UConn EA Programs is established by the UConn Board of Trustees and cannot be modified. The EA program costs are determined by the type of program: faculty-led, exchange, or third party. Faculty-led programs charge program fees that vary with program type and location. Depending on the program, fees can be more or less than standard UConn tuition. Exchange programs charge in-state UConn tuition (for in-state students) or New England UConn tuition (for out of state students). Students pay program fees directly to third party providers as well as pay additional fees to UConn to remain enrolled in a UConn degree program.

The final cost of Education Abroad programs is also dependent on each student’s financial aid award and the applicability of the award to the selected program. Students who participate in exchange programs and are charged UConn tuition and can use all of their allotted financial aid award excluding federal work study. Federal work study awards can be transferred to the following or preceding term. Students who participate in faculty-led programs or third party programs can apply state-awarded aid, Pell grants, Perkins, Stafford and Parent loans, and private scholarships to offset the program costs. Students may not apply any academic scholarships, federal work study, UConn grants or tuition waivers to faculty-led programs or third party programs. However, this inability to apply specific types of scholarships to EA programs highlights the opportunity to establish fundraising campaigns for STEM-specific scholarships and grants. Assuaging students’ financial worries would increase their access to international opportunities and allow them to become engaged citizens.

**Price Sensitivities**

As reflected in the competitor analysis, the price sensitivities of UConn STEM students largely deal with opportunity costs and with financial worries. Many UConn STEM students are concerned about missing out on domestic internship opportunities or potential job opportunities, as well as missing out on working in advanced research facilities on campus. STEM students may feel that research facilities in another country do not compare to those on campus, or that they won’t be able to pursue their STEM degree program abroad. This fear of missing out on educational opportunities could be negated by collaborating with the University Registrar to restructure credits for credits earned abroad, or by developing more STEM-specific faculty-led programs with guaranteed credit transfer. Eliminating fears
of credit transfer difficulties will add to the number possibilities for completing coursework, coinciding with UConn’s mission of strengthening educational opportunities, research and innovation in the STEM fields.

Additionally, worries about affording Education Abroad programs while already funding domestic academic study prevent many STEM students from considering study abroad as a good value. Honors STEM students in particular may not apply their academic scholarships to faculty-led or third-party programs, which may prevent them from participating in an EA program.

To combat these price sensitivities, STEM students should be shown the value of study abroad as it pertains to their career goals. Emphasizing the opportunity to conduct research or pursue STEM studies in a foreign country may help offset fears of pedagogical or facility-related differences. Highlighting the increase in STEM student international mobility in the United States would also be useful to demonstrate the necessity for international experience in order to be competitive. Furthermore, transparency regarding financial costs and promotion of available scholarships may assuage STEM student fears of not being able to afford a term abroad.

Value Proposition
In order to address existing price sensitivities and opportunity costs, the following value proposition statement will appeal to STEM students at UConn:

*Participation in Education Abroad gives science, technology, and math (STEM) students an advantage over their peers in an increasingly competitive market for both graduate studies and careers in STEM fields. The Education Abroad office at the University of Connecticut offers unique programs to gain valuable international experience and expand your future career. With international experience, you become a more valuable member of the global STEM community.*

This value proposition supports the goal of ameliorating the perceived value of EA to the primary target market by highlighting how study abroad programs directly benefit future endeavors of STEM students. Emphasizing the unparalleled value international experience coincides with UConn’s articulated commitment to expand opportunities for STEM students and to double the total number of students studying abroad by 2020.

**PROMOTION STRATEGIES**

To achieve the stated goals and objectives of this plan, several promotion strategies have been outlined to increase the perceived value of study abroad for STEM students, parents, and faculty members.

These strategies are operationalized using:

- the existing Education Abroad website;
- existing and newly recommended social media accounts;
- new print collateral;
- an informational video production;
Strategy 1: Focus Education Abroad resources for STEM students to place a higher emphasis on area of study rather than on geographic area

This strategy directly supports the goal of increasing the perceived value of study abroad by highlighting its academic and professional benefits. These implementations also ultimately serve the goal of increasing STEM student participation in EA by making necessary information more accessible and user-friendly.

Website
With an abundance of program and country-specific photos and geographic search filters, the focus of the EA website is currently on program countries rather than the specific program coursework. Since competitors of study abroad for STEM students are domestic internships and jobs, research assistantships, and summer/winter session courses, it is vital to emphasize the unmatched value of study abroad for career development of the STEM fields. The following recommendations include minor changes in order to increase the attractiveness and functionality of the website for UConn STEM students.

Prospective STEM Student Page
Creating an additional page under “Students” specifically for STEM majors would improve accessibility to pertinent information. This page should include:

- List of links to all of the programs that include STEM coursework
- FAQ that address main concerns for STEM students
- Contact person for STEM students in the Education Abroad Office
- Contact information for STEM student ambassadors
- List of affordable study abroad programs with a STEM focus
- List programs with internship opportunities that also have STEM coursework

Home Page
The types of photos displayed in the flash banner on the homepage can be updated to highlight program coursework or study abroad alumni using their international experience in the field, particularly in the STEM fields. These types of photos, with added links to articles on student or alumni experiences, can be integrated with the current photos to emphasize the ability of study abroad to enrich UConn coursework and degree maps.
**Program Page**
The default view on the program page should be changed from “grid” to “list” to improve accessibility of STEM-related information by providing a clear breakdown of different program offerings. Although the current “grid” view provides a program photo as a thumbnail to attract students, this view can be overwhelming and difficult to navigate. The “list” view includes a clear chart of each program, city, country and term offered. The following additional search filters are recommended to highlight STEM-related coursework and opportunities for practical experience:

- Search by “major” filter
- Search by “internship” filter for programs with an internship option

**Study Abroad Advisors**
Under “Contact Us,” there is a tab for making an appointment with a study abroad advisor which lists advisors and their contact information. Placing a link labeled “Make an Appointment” with a study abroad advisor on the homepage may increase the likelihood of prospective students contacting the EA office to discuss the program options. As STEM students require more degree planning than many non-STEM students, this will improve the accessibility of study abroad information to the target market.

**Student Ambassadors/Student Testimonials**
Student Ambassadors are currently organized by country of study. Adding a list of ambassadors organized by major can provide STEM students with the option of contacting past participants in their area of interest.

**Print Collateral**
Although EA seeks to provide up-to-date information to students and their parents regarding opportunities, there is no print collateral to offer to prospective study abroad students. Development of STEM-specific print collateral can parallel the update of the EA website to emphasize the value of study abroad and the opportunities offered by different programs.

Brochures should be designed specifically for STEM students (and their influencers) that highlight how studying abroad can support STEM fields of study, and which programs are a good fit depending on a student’s major. This explanation helps to change the question from, “where do I want to go?” to, “what do I want to study?” The latter is a more appropriate question for STEM students who are concerned with finishing their strict academic requirements on time. These brochures can answer the common question, “I’m a (fill in the blank) major; what program can I go on?”
The EA office can work with the Document Production Center on campus to design and print 2,000 brochures for specific areas of study, including Engineering, Health Sciences, and Physical Sciences. The Center offers color printing services and free graphic design for University departments. These 2,000 brochures should be divided proportionally among the seven areas of study identified (see Appendix E). For example, because the students in the Engineering majors represent 27% of all STEM students, 540 brochures would be printed for Engineering students. These brochures should be double-sided, single-fold documents printed in light color on 11x17 inch cover-weight paper, for a cost of $0.44 per brochure.

**Video**

In order to emphasize areas of study offered in EA’s programs across all media platforms, on the EA website and at information sessions, the EA office should produce a short five minute promotional video that focuses on coursework abroad, particularly in the STEM fields. The short video would include the following components:

- Video clips of STEM EA alumni that highlight their experiences abroad as beneficial for finding their current positions, applying to graduate school and for their future plans. (Suggested length: 30 seconds)
- Video clips of two or more faculty members who can talk about the benefit of study abroad in the UConn classroom. At least one of these faculty members should be in the STEM fields and emphasize the benefits of STEM students gaining international experience through EA. (Suggested length: 45 seconds)
- Video clips of at least one faculty member who runs a faculty-led program for STEM students. This faculty member can talk about the skills gained abroad and the benefits to degree programs at UConn. (Suggested length: 30 seconds)
- Video clips of two or more current UConn STEM students who have participated in EA programs. Students can highlight how their abroad experiences have benefited their degree programs, job search, or graduate school search. EA student ambassadors who are STEM majors can be used for this portion of the video. (Suggested length: 1 minute)
- Video clips of two or more UConn STEM students while they are studying abroad. Students can be shown completing STEM coursework, interning abroad or conducting research in the field. These video clips would be produced by students while they are abroad. (Suggested length: 30 seconds)

**Production Costs**

To create this promotional video, an external video production company should be hired to produce a high-quality video. It is recommended that EA first contact the UConn Communications Department, which is responsible for producing promotional multimedia materials for UConn, for video production company recommendations. EA can also reach out to the Film Studies department as student involvement in production could offset some costs. Expected production costs if using an external production company would include film editing, equipment rental, production manager and crew, stock footage, voice-over narration and audio. The estimated cost for a five-minute video is $3,000-$5,000. Because full-length footage of approximately 30 minutes for each interview would also be used in the final edited clip, the total length of footage should be approximately 4 hours. This would require
additional time for the film crew, estimated for 8 hours. Thus, an initial budget of at least $6,000 is proposed.

**Video Usage**

This 5 minute video would be used in a number of EA promotion efforts. The edited video can be shown at Study Abroad 101 Sessions, EA’s Mini-Conferences and the Education Abroad Fair. The final video, as well as all standalone footage from individual filming sessions, can also be posted on the EA website, Facebook, and YouTube channel.

**Student-Produced Videos/Video Blog**

As a part of an ongoing video project that can be included on EA’s website and social media platforms, students should be encouraged to take their own videos while abroad. The EA office can begin with a call for student videos that focus on the following:

- Internships abroad
- STEM coursework abroad
- Career building skills or opportunities gained abroad
- New research directions as a result of study abroad
- Value of studying in a foreign classroom (exposure to new pedagogies)

In order to incentivize students to produce relevant videos, Education Abroad can provide students who submit selected videos with $30 gift cards to Amazon.

The EA office can send out a “Call for Videos” by email and through social media posts. Students would only be awarded this gift card if their submitted videos were selected. Clips of these videos can be used in EA’s 5-minute promotional video. Other related videos can be posted on EA’s Facebook page and YouTube channel.

**Social Media**

Facebook and Twitter should be used as publicity tools for these newly-developed resources. Links to STEM-specific sections on the UConn Abroad website can be posted on Facebook and Twitter. Portions of the professionally-developed video can be posted on Facebook. Print collateral can be posted electronically as PDF files on the EA website, and the link to the page containing the downloads can also be publicized on Facebook and Twitter.

**Strategy 2: Emphasize Education Abroad career development outcomes for STEM students**

This strategy uses promotional materials to reach the stated goal of increasing the perceived value of study abroad for STEM students by appealing to their interest in advancing their future marketability.

**Info Sessions**

During the Fall 2014 semester, the EA office held 20 Study Abroad 101 informational sessions for all current students and one session specifically for STEM students. While current sessions mention how studying abroad will benefit students on both professional and personal levels, it is recommended to
include a representative from UConn’s Center for Career Development to support these claims and to provide a broader perspective. EA should collaborate further with the Center for Career Development on advocating for students to study abroad during their undergraduate careers, and to build excitement for studying abroad among STEM students.

To increase the amount of EA interest among STEM students, there should be STEM-specific sessions; two for this spring term, three for next fall, and four for the following spring semester, totaling nine information sessions for STEM students over the 18-month plan. The effectiveness of these information sessions should be measured by surveys distributed at each information session. Contact information collected would facilitate data collection and follow-up communication by EA staff.

Print Collateral
Flyers should be designed in collaboration with the Design and Document Production Center to advertise the aforementioned information sessions. Flyers should be posted in campus buildings where STEM classes are taught (including hallways and bathrooms), STEM student dormitory common areas (including dining halls), campus libraries, dining halls, and other common student areas. The marketing and recruiting budget allows 50, 8 ½” x 11” full-color flyers for each STEM student EA session. An EA student employee can assist with the posting of these promotional flyers.

Social Media
EA’s Facebook and Twitter accounts should be used to communicate valuable career development outcomes to students in the primary target market. Regular posts specifically targeting STEM students are outlined on a recommended STEM social media calendar (see Appendix B), and posts specifically relating to career advancement can be coordinated with the Career Development office. The STEM social media calendar is intended to fit into a larger, more general social media calendar for the EA office that could be developed for other target markets that exist outside of the scope of this marketing and recruiting plan.

Content specifically promoting positive career outcomes, the value of study abroad for STEM students, and STEM-appropriate opportunities offered through the EA office should be created for Facebook and Twitter. These posts could be formulated based on the programs most relevant to STEM students. It is recommended to begin with the following programs:

- Global E3 Exchange
- Queensland University of Technology
Iceland: Renewable Energy, Technology, and Resource Economics (Summer)
- UConn Environment and Natural Resources of China, Beijing, China (summer)
- UConn Geoscience and Geohazards in Taiwan

STEM news and events from the locations included in the list above can be posted on social media sites with EA staff-generated text that highlights the program offered in this area. The sample ad to the right links an article about students in Iceland to UConn’s SIT program. Ideas for additional post material can be found in the Social Media Calendar (Appendix A).

Website
Although the EA website currently includes information for returning students, this information is not listed on the homepage. As STEM students often forgo study abroad in order to complete internships in STEM fields, highlighting information on strategies for leveraging study abroad in job searches and opportunities for campus involvement demonstrates how students can best use international experience to further their career development. Including a tab such as “Returning Students” or “Opportunities After Study Abroad” on the main EA website would increase the visibility of these resources that may influence STEM students to participate in an EA Program.

Under the “Staying Involved” tab, there is a link to “Transitions Abroad” that includes information on how to market study abroad experiences to future employers, a key area of interest for STEM students. Adding additional resources to this section would reinforce the value of study abroad to all students.

Collaboration with the UConn Center for Career Development
The UConn Center for Career Development lists the benefits of participating in programs that directly compete with EA (part-time jobs, internships, and co-ops), but EA is missing from this list. To further promote the correlation between international education and career development, EA should be included on the Career Services website. Having the Center for Career Development include study abroad as a channel for gaining experience in the field and bolstering resumes on its “Get Experience” page (see Appendix G) would result in further exposure for EA programs.

Video
In order to improve STEM student perception of how studying abroad can enhance career development, clips in the aforementioned video should highlight UConn STEM alumni who have studied abroad through EA programs. Alumni can share how studying abroad has benefited them in relation to their careers, and how their international experiences helped them to:

- Be successful in their undergraduate studies
- Obtain an internship
Gain entry into graduate school
Improve their resume and job skills
Become gainfully employed
Advance their careers

Alumni video clips would serve to both inform and remind STEM students of the clear benefits of studying abroad, and to promote their interest in fitting study abroad into their degree maps.

Strategy 3: Engage STEM faculty and parents as key stakeholders in Education Abroad decisions for STEM students

This strategy serves the goal of increasing the perceived value of Education Abroad for faculty and parents as valuable STEM student influencers.

Information Sessions

Since Education Abroad staff members mainly present at the informational sessions to UConn students, no other key stakeholders are typically in attendance. Engaging faculty members and parents of STEM students to participate in information sessions allows these important secondary target markets (the influencers) to hear about the value of study abroad and pass on this information to the students they influence.

STEM faculty, as more permanent members of the UConn community and influencers of STEM students, can be engaged to promote the value of an international experience for STEM research, careers and graduate school applications. Faculty across all of the STEM disciplines who are in favor of their students studying abroad should be invited to these information sessions as representatives of their departments to advocate how study abroad will enrich students’ degrees.

At the undergraduate level, parents still have the ability to impact their students’ academic and career decisions. Currently, the EA website has a page dedicated to addressing potential concerns and questions for parents whose students choose to study abroad. On that same page, there is a Parent Guide which discusses common aspects of the study abroad process, from application to reentry. However, providing one specific virtual information session per semester via Adobe Connect for parents of STEM students would assist in disseminating information, personalizing this experience, and highlighting the resources that are currently available. These sessions should be streamed online, since many parents may not live near the UConn campus. The sessions should be marketed to students who attend STEM information sessions, as these students will be responsible for passing on this information to their parents. Once parents of STEM students gain a better understanding of how studying abroad will benefit their students, they will be more open and discuss study abroad about it in a positive light with their students.

Faculty/STEM Faculty Ambassador Program

In order to increase faculty engagement and promotion of EA programs, STEM faculty members who have shown support for participation in international education should be targeted in order to encourage STEM students to study abroad. Faculty on the list of “Study Abroad Course Evaluators and Liaisons” (see Appendix F) should be consulted in order to determine which faculty members may be
willing to act as “STEM Faculty Ambassadors” and promote EA to their students. Ten STEM faculty members should be selected as Ambassadors, with the incentive that participation could be considered as service commitment for annual reviews. One-on-one meetings should be conducted each semester to provide those faculty with the information necessary to promote EA programs, including which programs allow STEM students to study their chosen fields in another country, as well as how study abroad may positively affect student career goals. The ultimate aim of creating the Faculty Ambassador program is to excite STEM faculty about Education Abroad, to educate them on the wealth of opportunities available to students, and to encourage them to positively influence their students.

**Strategy 4: Increase STEM student engagement on social media**

This strategy uses social media advertising and a social media calendar to increase student engagement in EA social media accounts, which serves to fulfill the goal to increase EA social media presence and activity.

**Social Media**

A modest Facebook advertising campaign should be piloted to increase likes for the UConn EA Facebook page. In the 18-month recruiting cycle, an ad could appear on Facebook for five weeks after the beginning of each Fall and Spring semester. Ads are recommended to run for five weeks during January - February 2015, September - October 2015, and January - February 2016. Engagement with these ads would have to be carefully monitored via Facebook Insights to determine the return on investment for the department, so a modest initial budget of $300 per five week cycle is suggested as a starting point. The ads would be purchased through Facebook’s option to “optimize for likes”, and should be targeted based on geographic location (within 25 miles of Storrs), interests (science and engineering), age (millennials ages 18 to 25), and education (current college students). More specific or less specific targeting can be used depending on the success of the first ad. Details for the ad buy can be found in Appendix D.

Engagement with UConn’s EA Twitter account will be boosted by following international education and STEM organizations. Following these organizations will provide interesting content for retweets relevant to the target market and any EA Twitter followers. Suggested pages include:

**International Education**

- @ForumEA
- @InStudyAbroad
- @NAFSA
- @IIEglobal
- @diversityntwk
- @GlobalChronicle
- @StudyAbroad101
- @StudyingAbroad

**STEM News**

- @StemEdCoalition
- @NatGeo
- @wiredscience
- @IFLScience
- @ScienceNews

Twitter can also be used to connect with university study abroad offices across the world to share ideas and content to engage STEM students. For example, tweets could go out to remind followers about
important application dates and to publicize EA information sessions and events. STEM-related tweets could be generated based on the EA calendar in conjunction with the social media calendar found in Appendix B.

TIMELINE AND BUDGET

Timeline
In order to reach the goals and promotion strategies outlined above, the following timeline is recommended:

Spring 2015

<table>
<thead>
<tr>
<th>Task</th>
<th>Promotion Strategy</th>
<th>Details</th>
</tr>
</thead>
</table>
| Website Update        | Strategy 1         | • Create a prospective STEM student page  
• Organize EA programs by major and change the default view for the program page  
• List EA advisors by major of expertise  
• Request for EA programs to be listed on relevant pages of the Center for Career Development website |
| EA Video Project      | Strategy 1         | • Begin a “Call for Student Videos” for current EA STEM students abroad by email and social media  
• Coordinate with a production company and begin recording faculty, alumni, and student videos  
• Select 3 STEM student videos to be used in promotional materials from the Spring 2015  
  o Award 3 randomly selected students a $30 gift card |
| Social Media          | Strategies 1, 2 & 4| • Begin implementation of social media calendar  
• Develop and post STEM targeted social media content  
• Develop EA LinkedIn page  
• Analyze social media impact through Facebook Insights and Google Analytics  
• Run Facebook ads five weeks before the Spring deadline (January - February 2015) |
| Print Collateral      | Strategies 1 & 2   | • Design and print STEM specific brochures by area of study  
• Hand out STEM specific brochures at information sessions  
• Place 30 flyers in dormitories and STEM academic buildings one week before STEM information sessions. |
| Information Sessions | Strategies 2 & 3 | • Hold two information sessions in partnership with the Center for Career Services for STEM students  
  • Hold one virtual information session for parents of STEM students |
|---------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Faculty Engagement  | Strategy 3      | • Determine a list of 10 STEM faculty members who support EA that are willing to serve as faculty ambassadors  
  • Have one-on-one meetings with faculty ambassadors |
| Assessment          | All strategies  | • Send out EA survey to all UConn STEM students  
  o Give 5 randomly selected students a $25 gift card for completing the survey |

**Summer 2015**

| EA Video Project   | Strategy 1      | • Coordinate with Production Company to edit footage into a 5 minute promotional video. Edit all remaining footage into short clips for social media  
  • Send out a “Call for Student Videos” to all summer EA STEM students |
|-------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EA Website Update | Strategy 1      | • Reorganize EA student ambassadors by major  
  • Update homepage with major-specific/career development photos |

**Fall 2015**

| EA Video Project   | Strategy 1      | • Post the EA video on the EA website  
  • Select 3 STEM student videos from summer EA programs to be used in promotional materials from the Spring 2015  
  o Award 3 randomly selected students a $30 gift card  
  • Upload at least 3 student/faculty videos to social media  
  • Send out a “Call for Student Videos” to all Fall EA participants by email and social media |
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</thead>
<tbody>
<tr>
<td>EA Website</td>
<td>Strategy 1</td>
<td>• Develop and establish a student video blog webpage</td>
</tr>
</tbody>
</table>
| Social Media      | Strategies 1, 2 & 4 | • Continue to develop and post STEM-related content  
  • Post Facebook ads five weeks before the fall deadline (September - October 2015)  
  • Analyze social media impact through Facebook Insights and Google Analytics |
### Information Sessions

<table>
<thead>
<tr>
<th>Strategies 2 &amp; 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hold three information sessions in partnership with the Center for Career Services for STEM students</td>
</tr>
<tr>
<td>• Hold one virtual information session for parents of STEM students</td>
</tr>
</tbody>
</table>

### Print Collateral

<table>
<thead>
<tr>
<th>Strategies 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hand out STEM-specific brochures at all EA information sessions</td>
</tr>
<tr>
<td>• Place brochures at the Center for Career Development and STEM departments</td>
</tr>
<tr>
<td>• Place 30 flyers in dormitories and outside of STEM academic buildings one week before information sessions</td>
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</tbody>
</table>

### Faculty Engagement

<table>
<thead>
<tr>
<th>Strategy 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meet with all faculty ambassadors one-on-one to evaluate success of faculty engagement</td>
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</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>All Strategies</th>
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</thead>
<tbody>
<tr>
<td>• Analyze effectiveness of marketing strategy by comparing student survey results of Spring Fall 2015 term and Spring 2015 term</td>
</tr>
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</table>

### Spring 2016

#### EA Video Project

<table>
<thead>
<tr>
<th>Strategy 1</th>
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<tbody>
<tr>
<td>• Select 3 STEM student videos from the fall term to be used in promotional materials from the Spring 2015</td>
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#### EA Website

<table>
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<tr>
<th>Strategy 1</th>
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<tr>
<td>• Upload selected student videos to the EA video blog website</td>
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</tbody>
</table>

#### Social Media

<table>
<thead>
<tr>
<th>Strategies 1, 2, &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue to develop and post STEM related content</td>
</tr>
<tr>
<td>• Analyze social media impact through Facebook Insights and Google Analytics</td>
</tr>
<tr>
<td>• Run Facebook ads five weeks before the Spring deadline (January - February 2015)</td>
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</table>

#### Print Collateral

<table>
<thead>
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<td>• Hand out STEM-specific brochures at all EA information sessions</td>
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<td>• Place brochures at the Center for Career Development and STEM departments</td>
</tr>
<tr>
<td>• Place 30 flyers in dormitories and outside of STEM academic buildings one week before information sessions</td>
</tr>
</tbody>
</table>
### Information Sessions

| Strategies 2 & 3 | • Hold four information sessions with Center for Career Services for STEM students  
| | • Hold one virtual information session for parents of STEM students |

### Faculty Engagement

| Strategy 3 | • Meet with all faculty ambassadors one-on-one to evaluate success of faculty engagement |

### Assessment

| All Strategies | • Analyze effectiveness of marketing strategy by comparing student survey results of Spring 2016 term and Fall 2015 term  
| | • Send out EA survey to all UConn STEM students  
| | o Give 5 randomly selected students a $25 gift card for completing the survey |

### Budget

The total allotted budget for marketing and recruitment of STEM students is $10,000, to be distributed over 18 months beginning in the Spring 2015 semester. The figures below illustrate the costs of the recommended advertising, incentives, and printing outlined in the previous promotion strategies.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Category</th>
<th>Promotion Strategy</th>
<th>Item</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>Advertising - Facebook</td>
<td>Strategy 4</td>
<td>Post Promotion</td>
<td>$300</td>
</tr>
</tbody>
</table>
| | Advertising - Print | Strategy 2 | Flyers to promote Info Sessions:  
| | | | 2 sessions/semester  
| | | | x 30 flyers per session  
| | | | x $0.50 per flyer | $30 |
| | Strategy 1 | Brochures for STEM Areas of study | 2000 brochures/semester  
| | | | x $0.44 per brochure | $880 |
| | EA Promotion | Strategies 1 & 2 | Video Production | $3000 |
| | Strategies 1 & 2 | Gift card incentive for student video footage:  
| | | | 3 gift cards  
| | | | x $30 per card | $90 |
| | Strategy 2 | Refreshments for Info Sessions:  
| | | | $150 per session  
| | | | x 2 sessions per semester | $300 |
| | Assessment | All Strategies | Gift card incentive for survey completion:  
<p>| | | | 5 gift cards | $125 |</p>
<table>
<thead>
<tr>
<th></th>
<th>EA Promotion</th>
<th>Strategies 1 &amp; 2</th>
<th>Video Production</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td><strong>Summer 2015</strong></td>
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<tr>
<td>Advertising - Facebook</td>
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<td>Strategy 4</td>
<td>Post Promotion</td>
<td>$300</td>
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<tr>
<td>Advertising - Print</td>
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<td>Strategy 2</td>
<td>Flyers to promote Info Sessions:</td>
<td>$45</td>
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<td></td>
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<td></td>
<td>3 sessions/semester</td>
<td>x 30 flyers per session</td>
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<td></td>
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<td>x $0.50 per flyer</td>
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<td></td>
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<td>Refreshments for Info Sessions:</td>
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<td></td>
<td></td>
<td></td>
<td>$150 per session</td>
<td>x 3 sessions per semester</td>
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<tr>
<td><strong>Fall 2015</strong></td>
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<tr>
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<td>Strategy 4</td>
<td>Post Promotion</td>
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<tr>
<td>Advertising - Print</td>
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<td>Strategy 2</td>
<td>Flyers to promote Info Sessions:</td>
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<td></td>
<td>4 sessions/semester</td>
<td>x 30 flyers per session</td>
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<td></td>
<td>x $0.50 per flyer</td>
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<tr>
<td>Assessment</td>
<td></td>
<td>All Strategies</td>
<td>Gift card incentive for survey completion:</td>
<td>$125</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 gift cards</td>
<td>x $25 per card</td>
</tr>
<tr>
<td><strong>Spring 2016</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>$1175</td>
</tr>
<tr>
<td><strong>Contingency Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td>$215</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>$10,000</td>
</tr>
</tbody>
</table>
STRATEGIES FOR MEASURING SUCCESS OF RECRUITING EFFORTS

Data Collection
The EA office can measure the success of these promotion strategies by implementing new data collection efforts. While the office has numbers of students who start applications through the EA website and numbers of students who participate in EA, further collection of data, such as counting the number of students who attend information sessions and other EA events, would be useful. In addition, keeping better track of numbers and analyzing the profiles of students applying to EA programs could provide worthwhile insights. This type of data collection will help determine whether the EA office is meeting the first goal of increasing STEM student participation in study abroad opportunities.

Surveys
In order to determine whether the EA office has met the goal of greater appreciation for the importance of study abroad, a survey should be administered at the beginning and the end of the 18-month recruiting plan. This survey (see Appendix C) should be sent via email to all current UConn STEM students and includes questions that seek to determine students’ level of engagement with EA, in person and via social media, as well as STEM students’ perceptions of Education Abroad as a worthwhile opportunity. The responses to this survey can be analyzed to determine how successful various strategies have been, by cross-tabulating responses to questions asking what types of EA office activities STEM students are engaging in (info sessions, social media, etc.) and questions asking how they feel about Education Abroad.

In addition to these online surveys, the EA office should administer short, written, in-person surveys at the end of its information sessions and any other EA events to gain student feedback on the usefulness of the sessions and find out what else students want to know about Education Abroad opportunities.

Web Analytics
Finally, the office should make use of web analytics to determine the success of the social media strategy and changes to the website. Twitter Analytics and Facebook Insights can be used to find information regarding engagement with specific posts and with the Facebook ad campaign. Similarly, Google Analytics can be used by the team to measure success of the recommended changes to the website and student engagement.
RECOMMENDATIONS TO CLIENT

Throughout this recruitment plan for the EA office at UConn, various promotion strategies have been stated to boost the amount of STEM student participation in international programs. The following suggestions have emerged while creating this plan that should be taken into consideration to further advance STEM enrollment numbers in Education Abroad programs.

- Create a UConn EA LinkedIn group to demonstrate that study abroad is a valuable addition to students’ resumes
- Use LinkedIn group to connect with study abroad alumni who may be willing to share their stories for promotional purposes
- Establish more EA scholarships for STEM students
- Waive the application fee for STEM students who attend information sessions
- Heavily target students who have already started applications in StudioAbroad
- Establish a scholarship specifically for UConn STEM students
- Collaborate with the University Registrar to restructure payment credits and/or payment for credits earned abroad
- Encourage STEM faculty to start their own faculty-led programs can be incorporated into students’ degree maps
- Initiate collecting information of STEM students who attend STEM information sessions and immediately follow up with them
- Approach UConn STEM alumni who studied abroad and invite them to talk at STEM information sessions
- Post links to blogs of current UConn students who are studying abroad
- Develop the student produced video project into an ongoing video blog project. EA can launch a new website platform where students currently abroad can post videos and commentary while they are abroad
- Create a mission statement for EA office
- Eliminate EA social media accounts that are not being currently used (Pinterest, YouTube)
- Remove the EA Tumblr page or regularly post content that is relevant
- Feature EA social media on a more prominent location on the EA website
- Identify advisors who are specifically knowledgeable in advising STEM students
APPENDIX A: STEM MAJORS AT UCONN

Retrieved from: Undergraduate Admissions – STEM at UConn
http://admissions.uconn.edu/content/next-generation-connecticut

STEM Majors at UConn:

- Agriculture and Natural Resources
- Allied Health Sciences
- Animal Science
- Athletic Training
- Biological Sciences
- Biomedical Engineering
- Chemical Engineering
- Chemistry
- Civil Engineering
- Cognitive Science
- Computer Engineering
- Computer Science
- Computer Science and Engineering
- Diagnostic Genetic Sciences
- Dietetics
- Digital Media and Design
- Ecology and Evolutionary Biology
- Electrical Engineering
- Engineering Physic
- Environmental Engineering
- Environmental Science
- Environmental Studies
- Exercise Science
- Geoscience
- Horticulture
- Landscape Architecture
- Management and Engineering for Manufacturing
- Management Information Systems
- Marine Sciences
- Maritime Studies
- Materials Science and Engineering
- Mathematics
- Mathematics/Actuarial Science
- Mathematics/Applied Mathematical Sciences
- Mathematics/Physics
- Mathematics/Statistics
- Mechanical Engineering Medical Laboratory Sciences
- Molecular and Cell Biology
- Natural Resources
- Nursing
- Nutritional Sciences
- Pathobiology
- Pharmacy Studies
- Physics
- Physiology and Neurobiology
- Plant Sciences
- Statistics
- Structural Biology and Biophysics
- Turfgrass and Soil Science
## APPENDIX B: SAMPLE SOCIAL MEDIA CALENDAR

<table>
<thead>
<tr>
<th>Publish Day</th>
<th>Venue</th>
<th>Media</th>
<th>Category</th>
<th>Sample Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Facebook</td>
<td>Video</td>
<td>STEM Career Development</td>
<td>UConn STEM Alumnus clip that talks about how studying abroad has benefited their career: Sarah Sampleman (UConn Engineering ‘04), high-powered civil engineer at Company X, relates her experiences studying abroad and how it has helped her on her current career path.</td>
</tr>
<tr>
<td></td>
<td>Twitter</td>
<td>Tweet</td>
<td>Interesting STEM News</td>
<td>Retweet from WIRED Science (@ wiredscience): “The xkcd guide to the universe’s most bizarre physics. [http:// wrd.cm/1 t8f5vx](http:// wrd.cm/1 t8f5vx) ”</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Facebook</td>
<td>No Post</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Twitter</td>
<td>Tweet</td>
<td>Information</td>
<td>Reminder of upcoming STEM info session: Mark your calendars, Education Abroad is holding a STEM Study Abroad 101 info session on Monday, Month Day!</td>
</tr>
<tr>
<td></td>
<td>Twitter</td>
<td>No Post</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Thursday</td>
<td>Facebook</td>
<td>Photo</td>
<td>STEM Alumni Highlight</td>
<td>Old photo of UConn Education Abroad program participants: It’s # TBT! Take a look at this photo of STEM alumni on the first-ever UConn program to Country X!</td>
</tr>
<tr>
<td></td>
<td>Twitter</td>
<td>No Post</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Friday</td>
<td>Facebook</td>
<td>Article</td>
<td>STEM Program Highlight</td>
<td>Article - “Google Launches ‘Street View’ Of Great Barrier Reef”: Google Street View can’t be as cool as seeing the Great Barrier Reef in person. Sound fun? Find out more about UConn programs at the Queensland University of Technology here: [<a href="http://bit.ly/1">http://bit.ly/1</a> phu6Pm](<a href="http://bit.ly/1">http://bit.ly/1</a> phu6Pm)</td>
</tr>
<tr>
<td></td>
<td>Twitter</td>
<td>Tweet</td>
<td>Information</td>
<td>Reminder of upcoming STEM program deadline:</td>
</tr>
</tbody>
</table>

1 “Throwback Thursday”, a popular hashtag and call to social media users to post an old photo of their childhood, an event, etc.
APPENDIX C: STEM STUDENT SURVEY

Section 1

1. Have you studied abroad during your time at UConn?
   a. Yes
   b. No
2. Do you hope to study abroad during your time at UConn?
   a. Yes
   b. No
   c. Unsure

Section 2

Please answer the following questions, considering how many times you participated in each activity over the course of the last semester.

3. Did you attend any STEM-specific Education Abroad information sessions?
   a. Yes
   b. No
4. If you answered “yes” to question 1, how did you find out about the information session?
   a. Social media
   b. Email
   c. Flyers
5. How many times did you meet with an Education Abroad Advisor?
   a. never
   b. once
   c. 2-3 times
   d. More than 3 times

Section 3

Please answer the following questions, considering how many times you participated in each activity over the course of the last semester.

6. How often did you visit the UConn Education Abroad website?
   a. never
   b. 1-3 times
   c. 4-6 times
   d. 7-9 times
   e. More than 10 times
7. Which pages did you visit on the Education Abroad website? Please check all that apply
   a. Home Page
   b. Program Search Page
   c. Specific Program Page
8. To what extent do you agree or disagree with the following statement: the Education Abroad website is easy to navigate.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree
9. To what extent do you agree or disagree with the following statement: I found the information I was looking for on the Education Abroad website.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree
10. Please include any feedback you have regarding the Education Abroad website.

Section 4

Please answer the following questions, considering how many times you participated in each activity over the course of the last semester.

11. To what extent do you agree or disagree with the following statement: my family influences my education abroad choices.
    a. Strongly disagree
    b. Disagree
    c. Neither agree nor disagree
    d. Agree
    e. Strongly agree
12. How frequently did you discuss education abroad with STEM faculty?
    a. never
    b. infrequently
    c. somewhat frequently
    d. very frequently
13. How frequently did you discuss education abroad with your academic advisor?
    a. never
    b. infrequently
    c. somewhat frequently
    d. very frequently

Section 5

14. To what extent do you agree or disagree with the following statement: Education Abroad social media posts are useful and relevant.
    a. Strongly disagree
    b. Disagree
    c. Neither agree nor disagree
    d. Agree
    e. Strongly agree
15. Which Education Abroad social media accounts do you follow? Please check all that apply.
16. Please include any feedback you have regarding Education Abroad social media.

Section 6

17. To what extent do you agree or disagree with the following statement: I will chose/did choose an education abroad opportunity based on my academic focus.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

18. To what extent do you agree or disagree with the following statement: it is easy to find information on choosing an education abroad opportunity based on my academic focus.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

19. Please include any feedback you have regarding how you chose or plan to choose an education abroad program and what improvements could be made.

Section 7

20. To what extent do you agree or disagree with the following statement: education abroad is beneficial for my career development.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

21. To what extent do you agree or disagree with the following statement: I am committed to fitting education abroad into my degree map.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

22. To what extent do you agree or disagree with the following statement: international experience is an integral part of any college degree.
   a. Strongly disagree
   b. Disagree
   c. Neither agree nor disagree
   d. Agree
   e. Strongly agree

23. Please provide any additional feedback or thoughts you have regarding education abroad at UConn.
APPENDIX D: FACEBOOK AD PRICING

A campaign that is optimized for “Page Likes” will be created at for the UConn Education Abroad Facebook page at [https://www.facebook.com/advertising](https://www.facebook.com/advertising).

Ads will be targeted based on:

- Geographic location: Within 25 miles of Storrs, CT
- Age: 18 - 25
- Education: Currently In College
- Generation: Millennials
- Interests: Engineering, Science

Facebook allows for more refined targeting based on school of attendance and academic department, but adding these elements to our targeted ad will make the audience too narrow, as many students may not include this sensitive information on their Facebook pages. Targeting based on these five elements creates a potential reach of 4,200 according to Facebook’s data, and a $300 campaign will reach 730 - 1900 people. The dollar amount invested can change this reach, so EA should carefully monitor Facebook Ad Analytics to make future advertising investment decisions.
Who do you want your ads to reach?

Target Ads to People Who Know Your Business

You can create a Custom Audience to show ads to your contacts, website visitors or app users. Create a Custom Audience

Locations
United States, Connecticut
Storrs + 25 mi
Add a country, state/province, city or ZIP

Age
18 · 25

Gender
All Men Women

Languages
Enter a language...

Education Level
In college
Choose education statuses Browse

Generation
Millennials
Choose generation Browse

Interests
Business and industry Engineering Science
Search Interests Suggestions Browse

Potential Reach: 4,200 people
Below is sample text for an ad targeting students with engineering and science interests. Because we are not targeting by specific major, the text is general, as not every ad impression will come from our exact target market (for example, the ad may reach an English major who is also interested in science.)
Below is the ad buy and audience definition summary. These elements can be assessed and changed for each ad buy.

<table>
<thead>
<tr>
<th>Ad Name</th>
<th>Education Abroad Test Page - Page Likes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audience</td>
<td>Your audience includes people:</td>
</tr>
<tr>
<td></td>
<td>• Location - Living In:</td>
</tr>
<tr>
<td></td>
<td>• Storrs (+25 mi), Connecticut, United States</td>
</tr>
<tr>
<td></td>
<td>• Age:</td>
</tr>
<tr>
<td></td>
<td>• 18 - 25</td>
</tr>
<tr>
<td></td>
<td>• Interests:</td>
</tr>
<tr>
<td></td>
<td>• Engineering or Science</td>
</tr>
<tr>
<td></td>
<td>• Education Level:</td>
</tr>
<tr>
<td></td>
<td>• In college</td>
</tr>
<tr>
<td></td>
<td>• Generation:</td>
</tr>
<tr>
<td></td>
<td>• Millennials</td>
</tr>
<tr>
<td></td>
<td>• Not connected to:</td>
</tr>
<tr>
<td></td>
<td>• Education Abroad Test Page</td>
</tr>
<tr>
<td>Campaign</td>
<td>Education Abroad Test Page - Page Likes</td>
</tr>
<tr>
<td>Ad Set</td>
<td>Storrs - 18-25 (New Ad Set)</td>
</tr>
<tr>
<td>Bid Type</td>
<td>Optimized CPM</td>
</tr>
<tr>
<td>Bid</td>
<td>Auto</td>
</tr>
<tr>
<td>Lifetime Budget</td>
<td>$300.00</td>
</tr>
<tr>
<td>Duration</td>
<td>01/26/2015 8:56am to 02/27/2015 8:56am (America/New_York)</td>
</tr>
</tbody>
</table>

**Audience Definition**

Your audience is defined.

**Audience Details:**

- Location - Living In:
  - Storrs (+25 mi), Connecticut, United States
- Age: 18 - 25
- Interests:
  - Engineering or Science
  - Education Level:
  - In college
- Generation:
  - Millennials
- Not connected to:
  - Education Abroad Test Page

Potential Reach: 4,200 people
## APPENDIX E: BREAKDOWN OF STEM MAJORS AND AREA OF STUDY

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
<th>Percent of STEM</th>
<th>Number of Brochures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>1473</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Science</td>
<td>320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Resources</td>
<td>114</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutritional Sciences</td>
<td>143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathobiology</td>
<td>91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plant Sciences</td>
<td>82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>607</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnostic Genetic Sciences</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Dietetics</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>1473</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total STEM Students:</td>
<td>7490</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
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</tr>
<tr>
<td>Biomedical Engineering</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>239</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>147</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management &amp; Engineering for Manufacturing</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials Science &amp; Engineering</td>
<td>119</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>509</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undecided Engineering</td>
<td>172</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>2430</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>548</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pharmacy Studies</td>
<td>203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>2836</td>
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<td></td>
</tr>
<tr>
<td>Pharmacology</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>1101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>193</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive Science</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecology &amp; Evolutionary Biology</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Physics</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Science</td>
<td>81</td>
<td></td>
<td></td>
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<tr>
<td>Environmental Studies</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Engineering</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Marine Sciences</td>
<td>12</td>
<td></td>
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</tr>
<tr>
<td>Mathematics</td>
<td>154</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics/Actuarial Science</td>
<td>276</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics/Physics</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics/Statistics</td>
<td>37</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Molecular &amp; Cell Biology</td>
<td>309</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structural Biology &amp; Biophysics</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiology &amp; Neurobiology</td>
<td>380</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Category Breakdown

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
<th>Percent of STEM</th>
<th>Number of Brochures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics/Logic</td>
<td>506</td>
<td>7%</td>
<td>140</td>
</tr>
<tr>
<td>Physical Science</td>
<td>289</td>
<td>4%</td>
<td>80</td>
</tr>
<tr>
<td>Life Science</td>
<td>2342</td>
<td>31%</td>
<td>620</td>
</tr>
<tr>
<td>Earth &amp; Space</td>
<td>278</td>
<td>4%</td>
<td>80</td>
</tr>
<tr>
<td>Engineering</td>
<td>2034</td>
<td>27%</td>
<td>540</td>
</tr>
<tr>
<td>Health Science</td>
<td>1645</td>
<td>22%</td>
<td>440</td>
</tr>
<tr>
<td>Technology</td>
<td>396</td>
<td>5%</td>
<td>100</td>
</tr>
</tbody>
</table>

| Total           | 7490     | 100%            | 2000                |
## APPENDIX F: STUDY ABROAD COURSE EVALUATORS AND LIAISONS


**STEM Faculty members who are study abroad course evaluators and liaisons:**

<table>
<thead>
<tr>
<th>Field</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Natural Resources</td>
<td>Patricia Jepson</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Michael Darre</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>Susan Gregoire</td>
</tr>
<tr>
<td>Biology [general]</td>
<td>Kathryn Upson, Sharyn Rusch</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Nicholas Leadbeater</td>
</tr>
<tr>
<td>Digital Media &amp; Design</td>
<td>Tom Scheinfeldt</td>
</tr>
<tr>
<td>Ecology and Evolutionary Biology</td>
<td>Kathryn Upson</td>
</tr>
<tr>
<td>Engineering - General</td>
<td>Daniel Burkey, Brian Schwarz</td>
</tr>
<tr>
<td>Engineering - Chemical</td>
<td>William Mustain</td>
</tr>
<tr>
<td>Engineering- Biomedical</td>
<td>Ki Chon</td>
</tr>
<tr>
<td>Engineering - Civil</td>
<td>John Ivan</td>
</tr>
<tr>
<td>Engineering - Electrical</td>
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<td>Statistics</td>
<td>Nalini Ravishanker</td>
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APPENDIX G: RESOURCES

Works Cited


Other Resources

Center for Career Development “Get Experience” page

http://career.uconn.edu/get-experience/

Copy pricing:


Office of Institutional Research info on study body by major:

http://www.oir.uconn.edu/Storrs13major.pdf


Sample Social Media Ad: “We’ve Got the Power”

http://grapevine.is/mag/articles/2014/11/04/weve-got-the-power/

Video Pricing
