Branding
Enrollment marketing
Research
Communications strategy
Creative services and digital design

Philanthropic marketing
Integrated marketing
  Advertising
  Media planning and buying
  Digital and interactive
  Social media
<table>
<thead>
<tr>
<th>The Hispanic Heartbeat of America</th>
<th>For 60+ years, Univision has been dedicated to Empowering, Informing and Entertaining U.S. Hispanics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The #1 Media Company for U.S. Hispanics</td>
<td>#1 destination for national and local Spanish-language news, sports and entertainment across broadcast and cable television, audio and digital platforms</td>
</tr>
<tr>
<td>A Committed Partner to Our Clients</td>
<td>Univision’s team of industry experts is committed to helping clients realize their Hispanic potential.</td>
</tr>
</tbody>
</table>
Agenda

1. Why we created the Guide to Recruiting Latinx Students
2. Our approach
3. What we learned about the market
4. Making it personal: Personas and how to use them
Opportunity and Objectives
1 in 4 high school juniors and seniors are Latinx. And no two are the same.
Latinx students account for a significant share of all college students.

42% of all minority undergrads are Latinx.

12-MONTH ENROLLMENT AS OF FALL 2019
Share of Total 22.4M Undergrads

- Latinx: 20%
- NL White: 48%
- NL Black: 13%
- NL Other: 14%
- NL Unknown: 5%
- 4.4 million students

Source: U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall 2019, 12-Month Enrollment component (provisional data)
Latinx enrollment is projected to grow at a faster pace than the total population.

Projected growth in enrollment for all postsecondary degree-granting institutions Fall 2017—Fall 2027

- Total Students: 0%
- NH White: -7%
- Hispanic: +13%
- NH Black: +6%
- NH Asian/Pacific Islander: +9%

Source: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys, 1976 and 1980; Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment Survey" (IPEDS-EF:90-99); IPEDS Spring 2001 through Spring 2017, Fall Enrollment component; and Enrollment in Degree-Granting Institutions by Race/Ethnicity Projection Model, 1980 through 2027. (This table was prepared May 2018.)
Latinx parents have high expectations

94% expect their children to go to college

86% say it’s very important for their children to earn a college degree (vs. 66% for NL White parents)

71% believe that the education their children are receiving is better than the education they received as a child

Source: “Hispanics in America” Associated Press/Univision Poll. Hispanic sample size = 1,521 Hispanics living in the U.S.; Pew Research Center “Hispanic, black parents see college degree as key for children’s success” Feb 2016. Based on parents with children under 18
Research objectives

Understanding the Latinx Learner mindset

• Learn the motivations of Latinx students pursuing a degree
• Understand the emotional aspects of the college search
• Prioritize key cost of entry attributes—i.e., cost, location, and time to completion
• Create personas that bring differences among Latinx prospects to life
Methodology
Online survey:
1,142 U.S. Latinx and Non-Latinx 16-45 who plan to enroll at an undergraduate college or university within the next 2 years
In field October 5-13, 2020
About the Sample
Sample demographics

Age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>LATINX</th>
<th>NON-LATINX</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-18</td>
<td>25%</td>
<td>32%</td>
</tr>
<tr>
<td>19-24</td>
<td>34%</td>
<td>26%</td>
</tr>
<tr>
<td>25-34</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>35-45</td>
<td>27%</td>
<td>27%</td>
</tr>
</tbody>
</table>

16-24: 59% of Latinx

Enrollment status

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>LATINX</th>
<th>NON-LATINX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently Enrolled Bachelor's/Associate Program</td>
<td>39%</td>
<td>37%</td>
</tr>
<tr>
<td>Not Enrolled</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>High School</td>
<td>21%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Source: Media Predict Unicaja & Lipman Hearne Higher Education Profile Study, October 2020
Sample demographics

Language usage

- Only English: 23%
- Only Spanish: 3%
- 77% Any Spanish
- 14% Spanish Dominant
- 74% Bilingual

Gender

- Latinx:
  - Male: 29%
  - Female: 71%
- Non-Latinx:
  - Male: 32%
  - Female: 68%

Source: Media Predict University & Lipman Hearne Higher Education Profile Study, October 2020
Future Enrollment Plans
Enrollment: degree/program consideration

Latinx students most likely to be considering bachelor’s degree in the next two years

Degree considerations
All respondents

Latinx
Non-Latinx
Bachelor’s degree
48%
55%
Associate degree
35%
27%
Professional certificate
11%
15%
Not sure
6%
3%

Degree considerations
High school respondents

Latinx High Schoolers
Non-Latinx High Schoolers
Bachelor’s degree
52%
53%
Associate degree
23%
15%
Professional certificate
21%
29%
Not sure
3%
3%
Other
2%
0%

Source: Media Predict Univision & Lipman Hearne Higher Education Profile Study, October 2020
Q: In the next two years, which of the following are you working toward or intend to work toward?
Reasons for enrolling among those not in high school

Source: Media Predict Univision & Lipman Hearne Higher Education Profile Study, October 2020

Q: From the options listed below, which best describe your reasons for enrolling in a college or university in the next two years? Select all that apply. (Among respondents who are not in high school)
Beliefs About Higher Ed
**Beliefs about higher ed**

**All respondents**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>74%</strong></td>
<td>I want to go to the most affordable college or university that admits me (NL: 66%)</td>
</tr>
<tr>
<td><strong>72%</strong></td>
<td>I will learn most of what prepares me for a career through on-the-job training (NL: 71%)</td>
</tr>
<tr>
<td><strong>69%</strong></td>
<td>Participating in a career-related internship or co-op in college is essential for a successful career (NL: 62%)</td>
</tr>
</tbody>
</table>

**High school respondents**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>71%</strong></td>
<td>I want to go to the most affordable college or university that admits me (NL: 66%)</td>
</tr>
<tr>
<td><strong>70%</strong></td>
<td>I will learn most of what prepares me for a career through my academic experience (NL: 55%)</td>
</tr>
<tr>
<td><strong>69%</strong></td>
<td>I will learn most of what prepares me for a career through on-the-job training (NL: 70%)</td>
</tr>
</tbody>
</table>

*Media Predict Univision and Lipman Hearne Higher Education Profile Study, October 2020, Q: Please rate how strongly you agree or disagree with each of the following statements about colleges and universities.*
# What Latinx students want from higher ed

<table>
<thead>
<tr>
<th>Most important</th>
<th>Least important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be confident and prepared for life</td>
<td>Show I can complete a difficult project</td>
</tr>
<tr>
<td>2. Having a degree will help me advance in my current job/career path</td>
<td>Have a certificate or degree from a prestigious college or university</td>
</tr>
<tr>
<td>3. Be mature, happy, and focused</td>
<td>Be admitted to a strong graduate or professional school</td>
</tr>
</tbody>
</table>

**Media Predict Univision and Lipman Hearne Higher Education Profile Study, October 2020;**

Q: Please rate how strongly you agree or disagree with each of the following statements about colleges and universities.
Latinx student feelings about enrolling in college

**ANXIOUS**
53%
NL: 54%

**HOPEFUL**
53%
NL: 56%

**EXCITED**
52%
NL: 49%

**STRESSED**
42%
NL: 46%

**CONFIDENT**
35%
NL: 32%

Media Predict Univision and Lipman Hearne Higher Education Profile Study, October 2020;
Q: Please rate how strongly you agree or disagree with each of the following statements about colleges and universities.
Factors Driving Consideration
Importance of time to degree

**Time to Degree Consideration**

All respondents

LATINX

- Program can be completed in 2 years or less: 48%
- Program can be completed in 3 years: 21%
- Program can be completed in 4 years: 31%

NON-LATINX

- Program can be completed in 2 years or less: 39%
- Program can be completed in 3 years: 19%
- Program can be completed in 4 years: 42%

**Time to Degree Consideration**

High school respondents

LATINX

- Program can be completed in 2 years or less: 38%
- Program can be completed in 3 years: 18%
- Program can be completed in 4 years: 45%

NON-LATINX

- Program can be completed in 2 years or less: 22%
- Program can be completed in 3 years: 18%
- Program can be completed in 4 years: 59%

Source: Media Predict Univision & Lipman Hearne Higher Education Profile Study, October 2020

Q: When considering undergraduate programs, which would you consider?
### Importance of reputation

#### Source: Media Predict Univision & Lipman Hearne Higher Education Profile Study, October 2020

**Q: When considering undergraduate programs, which would you consider?**

<table>
<thead>
<tr>
<th></th>
<th>LATINX</th>
<th>NON-LATINX</th>
<th>All Respondents</th>
<th>High School Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reputation is not important</td>
<td>13%</td>
<td>13%</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Strong reputation in your major</td>
<td>48%</td>
<td>45%</td>
<td>53%</td>
<td>49%</td>
</tr>
<tr>
<td>Strong overall reputation</td>
<td>39%</td>
<td>42%</td>
<td>38%</td>
<td>38%</td>
</tr>
</tbody>
</table>

---

**Source:** Media Predict Univision & Lipman Hearne Higher Education Profile Study, October 2020

**Q:** When considering undergraduate programs, which would you consider?
Importance of location

Physical Location Consideration
All respondents

LATINX
- Within 20 miles of my home residence: 49%
- 20 to 60 miles from my home residence: 36%
- More than 60 miles from my home residence: 15%

NON-LATINX
- Within 20 miles of my home residence: 39%
- 20 to 60 miles from my home residence: 35%
- More than 60 miles from my home residence: 26%

Physical Location Consideration
High school respondents

LATINX
- Within 20 miles of my home residence: 38%
- 20 to 60 miles from my home residence: 39%
- More than 60 miles from my home residence: 23%

NON-LATINX
- Within 20 miles of my home residence: 27%
- 20 to 60 miles from my home residence: 31%
- More than 60 miles from my home residence: 42%

Source: Media Predict Univision & Lipman Hearne Higher Education Profile Study, October 2020
Q: When considering undergraduate programs, which would you consider?
Reaching the Latinx Student
Media consumption among survey sample

Source: Media Predict Univision & Lipman Hearne Higher Education Profile Study, October 2020

Q: Which of the following media do you spend the most time with on a weekly basis?

<table>
<thead>
<tr>
<th>Media Type</th>
<th>All Respondents</th>
<th>Latinx</th>
<th>Non-Latinx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Media</td>
<td>51%</td>
<td>46%</td>
<td>33%</td>
</tr>
<tr>
<td>Internet (not including social media)</td>
<td>33%</td>
<td>38%</td>
<td>11%</td>
</tr>
<tr>
<td>TV</td>
<td>11%</td>
<td>13%</td>
<td>4%</td>
</tr>
<tr>
<td>Radio</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Newspapers/Magazines</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: Media Predict Univision & Lipman Hearne Higher Education Profile Study, October 2020

Q: Which of the following media do you spend the most time with on a weekly basis?
...which is in line with the Latinx prospective and current higher ed student population.

Source: GfK MRI Spring 2020, Among A18-44 who are very or somewhat likely to start or return to school in the next 12 months and among A18-44 currently attending college or university.
Meet the Personas
A word about personas

How to use personas

• Personalize communications by understanding audience segment nuances

• Set channel selection

• Tailor messages to channels and funnel stage

The risks of personas

• Should be used directionally

• Could lead to reinforcing stereotypes
Shared aspects across all personas

**Emotional aspirations are important**
- Confidence, happiness, and feeling prepared for life
- Self-discovery
- Making a difference in the world

**Career-related outcomes are central**

**Specific skill development is a priority**
- Creative problem-solving
- Leadership
- Communication skills

**Reputation and the higher ed experience are highly valued**

**Total cost/affordability is more important than other basic attributes**
Independent
Isabella

Networked
Enrique

Undecided
Isaac

Eager
Emilia

Gainfully Employed
Gloria

33
About this persona

• 17-year-old junior enrolled in a New York City public magnet school
• Involved in social and academic activities
• Thinking of “fast track” for college, but values the academic experience
• Father has a bachelor’s degree
• Speaks mostly English at home
• Heavy user of social media, especially YouTube and Instagram
• Buys products to organize her life and likes a set routine
• Highly values friends and having fun
Marketing implications

Speak to students’ academic drive and high expectations
• Demonstrate evidence of rigorous academics and compelling outcomes in each area of study
• Illustrate the balance of academics and extra-curricular activities

Make students feel recruited
• Connect with the student’s interests and aspirations, not just the parents’
• Personal interaction with faculty may be meaningful

Show the holistic benefits of living on campus
While affordability is important, messaging should address value
Emphasize service work opportunities, particularly those related to areas of study
Include both teachers and counselors as influencers
• 20-year-old living outside of Orlando, Florida
• Wants a path to bachelor’s that works in his life
• Looking for markers of quality to inform his enrollment decision
• First in his family to attend college
• May feel more connected to his ethnic heritage than his parents do
• Speaks English and Spanish when at home and with family
• Heavy digital user, including social media
Networked Enrique

Marketing implications

Reflect confidence and enthusiasm back to this audience

Demonstrate “the best of both worlds”
  • Promote flexible, supportive programs
  • Explain how students can benefit from more traditional aspects of college

Include rankings, accolades, and third-party validations that signal quality and prestige

Emphasize social networks and opportunities to collaborate on projects

Proactively communicate about procedures and support services
  • Share information about transfer policies
  • Promote support from admissions staff, academic advisors, faculty mentors, and others across the campus community
• Mexican-American senior in high school.
• Lives outside of Los Angelas with parents and siblings
• Uncertain about his educational path or who to talk to for guidance
• Plays music and would like to continue doing so in college
• Looking for stability and strong outcomes
• Speaks Spanish occasionally at home, but family mostly communicates in English
• Uses social and digital media most, followed by TV and radio
Undecided Isaac

Marketing implications

Highlight how your institution will support the transition to higher ed
• Outline the entire journey, from admissions to academic advising to career counseling

Frontload messaging around cost/affordability
• Supplement with longer-term value messaging

Emphasize how a degree can improve career trajectories
• Show careers that are both stable and in high demand
• Demonstrate how a degree contributes to higher long-term earning potential

Foreground admissions counseling services and communicate proactively throughout the process

Show how students can combine extracurricular activities, clubs, and organizations with their studies
About this persona

- 25-year-old from New Jersey suburb outside of New York
- Didn’t follow the traditional path, but values the full college experience
- Affordability is extremely important, and is looking for scholarships to cover most of the costs
- Speaks mostly English in the home
- Younger sister recently completed a bachelor’s
- Heavy digital user (more so than non-Latinx counterparts), and likes to be connected at all times
- Cherishes her family’s cultural traditions
Demonstrate how college can help students find their own path

Give a glimpse into the adult student experience
• Provide specific details about how adult students can balance school with other responsibilities

Show examples of courses that can be customized to help them reach their goals

Present the benefits and ROI of a college education
• Highlight experiential education opportunities

• Stress how a college education will help them hit the ground running in their careers

Showcase the strength of the alumni network for students who are “ready to believe”
• Emphasize the potential for career opportunities, mentorship, and other valuable connection
About this persona

- 31-year-old Mexican-American, living in Houston, Texas, recently divorced with two young children
- Not entirely convinced that college is necessary to reach her goals
- Active volunteer at her church and her children’s school
- English is the only language spoken in Gloria’s home
- Willing to take charge to get things done
- Uses YouTube, Facebook, and Instagram
Gainfully Employed Gloria

Marketing implications

Consider a content marketing approach to demonstrate the value of a bachelor’s degree in the long run

Clarify process and emphasize results in communications
- Sustain communications over a long period of time
- Convey specific details on various enrollment options and employment outcomes

Highlight how your institution will support the transition back into higher ed
- Describe navigating admissions, academic advising, career counseling, etc.

Demonstrate that returning to higher ed is achievable
- Show examples of students who are balancing work, family, and school
- Provide specific details about flexible scheduling or other course options
Questions?

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lcallen@univision.net

#LatinxLearners

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@UniChicago