There is magic in graphs. The profile of a curve reveals in a flash a whole situation—the life history of an epidemic, a panic, or an era of prosperity. The curve informs the mind, awakens the imagination, convinces.

Henry D. Hubbard, Creator Of The Periodic Table Of Elements
From The Marketing Department

In fiscal year 2015-2016, Johns Hopkins Engineering’s part-time and online programs saw tremendous growth in applications and inquiries compared to the previous year. Many things across the organization contributed to this growth.

From a marketing perspective, we focused on “inbound marketing”—that is, the methods by which we attract prospective students to our website to request information, attend an event, or apply to a program. As well as how we keep them engaged and moving toward the ultimate goals of applying, enrolling, and graduating.

The following annual report details our marketing efforts and their results for FY16. Our FY15 annual report was awarded a Gold Award and trophy for Best Print Publication by the University Professional and Continuing Education Association. We feel that these annual reports are an engaging way to communicate what’s happening in the world of marketing and recruitment at Johns Hopkins Engineering and we hope you find them valuable.
FY15 Goals

1. Increase applications by 10% each term compared to previous year
   - Summer: ↑ 24%
   - Fall: ↑ 51%
   - Spring: ↑ 19%

2. Increase requests for information by 20% compared to previous year
   Results: ↑ 266% from Request for Information (RFI)
   10,017 compared to 2,731 in FY15

"One of the reasons I chose Johns Hopkins was because of the admissions process. It was quick and easy. I did not feel like I had to jump through hoops to apply and all the information was available on the website."

From The Spring 2016 Newly Enrolled Student Survey
Total Prospects Over The Year

Prospective Students By Month

- 07 JUL: 163
- 08 AUG: 758
- 09 SEP: 835
- 10 OCT: 678
- 11 NOV: 822
- 12 DEC: 1,236
- 13 JAN: 877
- 14 FEB: 767
- 15 MAR: 742
- 16 APR: 658
- 17 MAY: 598
- 18 JUN: 214

How Applicants Found The Point Of Entry

- 39% Word Of Mouth
- 13% Other
- 8% Always Knew About JHEP
- 2% JHEP Communication (E-Mail or Direct Mail)
- 5% Online Ad
- 4% Career Development Office
- 29% Google Search
Prospects By Program Over The Year

Total Prospects By Program
*A substantial amount of data is missing, this does not necessarily reflect the total population of prospects.*
How We Get Prospective Student Information

- **Application**: 1%
- **JHEP Website "Request for Information"**: 46%
- **Conference/Fair**: 3%
- **Information Session**: 22%
- **Online Advertisement (Wiley Campaign)**: 27%
- **Other**: 1%

Total Prospects: 10,017
In FY16, we obtained 10,017 compared to 2,731 in FY15. That's an increase of 266%.
Conferences Attended

1. International Council on Systems Engineering (INCOSE) International Symposium
   July 13–16, 2015 | Seattle, WA
2. American Society of Civil Engineers (ASCE) Pipelines Conference
   August 23–26, 2015 | Baltimore, MD
3. Biomedical Engineering Society Annual Meeting
   October 7–10, 2015 | Tampa, FL
4. Blacks in Government Education Fair (New Carrollton Chapter)
   October 15, 2015 | New Carrollton, MD
5. Society of Women Engineers (SWE) Conference
   October 22–24, 2015 | Nashville, TN
   October 26–29, 2015 | Springfield, VA
7. CyberMaryland
   October 28–29, 2015 | Baltimore, MD
8. Southern Maryland Higher Education Center (SMHEC) Open House
   November 5, 2015 | California, MD
9. Society of Hispanic Professional Engineers (SHPE) Conference
   November 16–19, 2015 | Baltimore, MD
10. International Mechanical Engineering Congress & Exposition
    November 13–19, 2015 | Houston, TX
11. National Society of Black Engineers (NSBE) 42nd Annual Convention
    March 3–7, 2016 | Boston, MA
12. Women in Cyber Security Conference
    March 31–April 2, 2016 | Dallas, TX
13. IEEE Women in Engineering International Leadership Conference
    May 23–24, 2016 | San Jose, CA
Each fall and spring, we host online information sessions for each program. The fall season concluded with an on-site session at the Kossiakoff Center at the Johns Hopkins Applied Physics Laboratory (APL). The marketing team advertises the information sessions in a variety of ways:

- Current students and faculty are sent an e-mail about their program’s upcoming information session as part of a “Tell a Friend” campaign.
- New prospects who enter the recruitment funnel receive an e-mail asking them to either RSVP for upcoming sessions, or to view a previously recorded session.
- Advertisements run on our digital ad networks, on Google, Facebook, digital signage at APL, our website, and select print publications.
- In April 2016, we conducted the first student and alumni panel information session. It yielded more RSVPs and attendees than any single degree program information session.
- Any prospects who RSVP—whether they are able to attend or not—receive a follow-up e-mail after the session takes place. The e-mail links to the recorded information session, the program’s homepage, and contact information for the admissions team in case of questions. Those who attend an information session receive the same information, plus a survey about the session.

Information Sessions

YouTube Views Of Session Recordings

Information Session RSVPs

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall 2015</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Biomedical Engineering</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Applied and Computational Mathematics*</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Applied Physics</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Chemical and Biomolecular Engineering**</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Computer Science/Cybersecurity/Information Systems Engineering</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Electrical and Computer Engineering</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Engineering Management/Technical Management</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Environmental Engineering/Environmental Planning and Management</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Financial Mathematics†</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Materials Science and Engineering</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Space Systems Engineering</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
<tr>
<td>Student/Alumni Panel‡</td>
<td>61%</td>
<td>553</td>
<td>641</td>
</tr>
</tbody>
</table>

*These views are for the fall 2015 information session only. **Spring 2015 and fall 2015. † An information session was not held in fall 2015 for this program. ‡ The alumni/student panel was not held in fall 2015.
This year, we produced and launched the following videos (not including online information sessions). We were able to launch these as part of our marketing efforts thanks to the expertise of both our in-house multimedia team and Storyfarm (a video production firm based in Baltimore).

- Electrical and Computer Engineering:
  Message from the Vice Program Chair (3/15/15)
- Technical Management:
  Message from the Program Chair (9/1/15)
- Computer Science, Cybersecurity, and Information Systems Engineering:
  Message from the Program Chair (12/4/15)
- Course Spotlight:
  Executive Technical Leadership (2/13/16)*
- Course Spotlight:
  Embedded Systems Development Lab (3/1/16)
- Mechanical Engineering:
  Message from the Program Chair (3/14/16)
- Course Spotlight:
  Modeling and Simulation of Complex Systems (3/11/16)
- Online Courses at Johns Hopkins Engineering (6/14/16)

*Course Spotlight: Executive Technical Leadership video received a Bronze Award in the Streaming On-demand Content category from the University Professional and Continuing Education Association.
Course Spotlight: Embedded Systems Development Lab

Course Spotlight: Modeling And Simulation Of Complex Systems
Online Courses At Johns Hopkins Engineering

Course Spotlight: Executive Technical Leadership

*Received a Bronze Award in the Streaming/On-demand Content category from the University Professional and Continuing Education Association.
JOHNS HOPKINS ENGINEERING
PART-TIME AND ONLINE GRADUATE EDUCATION
Earn your master’s degree in one of 19 critical fields, such as: Computer Science, Cybersecurity, Electrical and Computer Engineering, Environmental Engineering, Mechanical Engineering, Systems Engineering, and more...
Visit us/the site to learn more or to RSVP for an upcoming online information session.
The inbound marketing initiatives that we executed this year worked in the manner depicted above. Prospective students typically get to our website by clicking on an advertisement, by finding us through web searches, by meeting us at conferences and graduate school fairs, or by word of mouth recommendation—and sometimes a combination of these.

At this point, prospective students will either request information (on the JHEP website or on one of several landing pages run by Wiley (see pages 26 & 27), RSVP to an information session, or fill out a paper form. Either way, they provide us with their contact information, which is fed into two systems: a customer relationship management system called Salesforce and an automated e-mailing system called EduConverse.

The next step is to send them a series of e-mails over the course of 46 days to keep them engaged, informed, and interested so that they’ll apply. Each degree program has its own set of seven e-mails that are customized to focus on each program’s highlights.

Once a prospective student applies to a degree program, the Johns Hopkins student information system (SIS) tells Salesforce that their status has changed, which then tells EduConverse so that it will stop sending e-mails for prospective students.
After running successful pilot campaigns with Wiley in the fall of 2014 and spring of 2015, we decided to sign on to a year-long contract. The goal is to promote our online master’s programs via a series of paid search ad and retargeting ad campaigns that drive people to landing pages with inquiry forms. Every visitor who fills out the form and hits submit is considered to be a “conversion.”

What started as a campaign to promote seven programs, grew during the course of FY16 to cover 11 programs. In addition, we ran a pilot program in the fall of 2015 to promote the full-time Electrical and Computer Engineering program. The success of this pilot has led to the addition of four more full-time programs to the campaign mix.

Here’s how the inquiries rolled in week-by-week during the course of FY16:

Below are the conversion rates for each program we promoted in FY16:

<table>
<thead>
<tr>
<th>Paid Media Conversion</th>
<th>Landing Page</th>
<th>Historical Traffic</th>
<th>Historical Conversion</th>
<th>PVIS Traffic</th>
<th>PVIS Conversion</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Biomedical Engineering</td>
<td>648</td>
<td>12.4%</td>
<td>3,468</td>
<td>14%</td>
<td>0.8%</td>
<td></td>
</tr>
<tr>
<td>Brand</td>
<td>514</td>
<td>8.5%</td>
<td>1,058</td>
<td>6%</td>
<td>-2.5%</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>1,449</td>
<td>13.5%</td>
<td>8,951</td>
<td>13.7%</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td>Cybersecurity</td>
<td>139</td>
<td>14.3%</td>
<td>1,053</td>
<td>14%</td>
<td>-0.7%</td>
<td></td>
</tr>
<tr>
<td>Electrical and Computer Engineering</td>
<td>488</td>
<td>11.5%</td>
<td>1,871</td>
<td>11%</td>
<td>-0.5%</td>
<td></td>
</tr>
<tr>
<td>Engineering Management and Technical Management</td>
<td>1,079</td>
<td>11%</td>
<td>1,079</td>
<td>11%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Environmental Engineering, Science, and Management</td>
<td>1,077</td>
<td>10.3%</td>
<td>1,077</td>
<td>10.3%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>277</td>
<td>14.6%</td>
<td>1,219</td>
<td>14.7%</td>
<td>0.3%</td>
<td></td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>292</td>
<td>14.4%</td>
<td>1,219</td>
<td>14.7%</td>
<td>0.3%</td>
<td></td>
</tr>
</tbody>
</table>

*Please note programs launched in FY16 do not have historical data.
Our Facebook fans are mostly men (84%) between the ages of 18–24.

The most engagement on Facebook (people who have liked, commented on, or shared our posts) comes from our U.S. fans who are online during their lunch hour (around 12 noon EST).
Congrats to LT John J. Hamann—recognized as one of 2015’s Top 40 Under 40 Military. We’re proud to say he’s also a student in our Systems Engineering program. In his Navy career, Hamann has flown 97 sorties and medevacs to Haiti for humanitarian aid after the 2010 earthquake. He currently volunteers with the Knights of Columbus, raising money for Catholic charities, disable children, and education. Without a doubt, a well-deserved honor. Happy #VeteransDay to John, his family, and all of our students who serve or have served.

civilianjobs.com/40U40

The Top Five Facebook Posts

1. **So cool.** “During testing the researchers at Johns Hopkins University’s Applied Physics Lab left the CRACUNS submerged in salt water for as long as two months without affecting its ability to take flight whatsoever.”

2. **Very cool.** Professor Who Solved Fermat’s Last Theorem Wins Math’s Abel Prize [npr.org]

3. **Awesome!** Engineer Builds a Functional Miniature V8 Engine Using Only Paper [thisiscolossal.com]

4. **I think we all can relate.** Happy Friday!

5. **Reasons I Became An Engineer**

   - Have A Good Job
   - Challenge Myself!
   - Make The World A Better Place

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Social Media

It’s all about social these days. With more and more people getting their news (both personal and professional) from social media, it’s become an essential part of the marketing mix. According to a Pew Research Report released in October 2015, 65% of adults now use social networking sites, a jump that is nearly 10 times the amount from 2005. This is especially true for people with higher education levels: current social media adoption rates stand at 76% for those with college or graduate degrees, 79% for those with some college education, and 54% for those with a high school diploma or less.

Considering our target audience primarily includes those who have earned undergraduate degrees, we’d be fools not to utilize the power of social media. And we’re no fools! In FY16, we maintained and grew our presence on Facebook, Twitter, LinkedIn, YouTube, and Google+. In fact, just this year alone, we increased our presence on Facebook by 13.5%, well surpassing the 50,000 follower mark. And just like last year, engagement was highest for positive and congratulatory posts, with humorous posts a close second.

We’ve also seen a huge increase in interest in videos posted to our YouTube page. Most notably, prospective students are watching our online information sessions and course spotlights that illustrate the types of classes students can take—everything from online and Virtual Live options to face-to-face lab opportunities.

Now it might be easy to sit back and enjoy the fruits of our social media success, but we realize that it’s an ever-changing medium that will keep us on our toes in FY17. In the bad news column, LinkedIn has hinted at discontinuing their university pages, which will change how we utilize that particular platform. But in the good news column, we are working on a major update to our social media strategy that will give prospective students what they want—a closer look at the entire Johns Hopkins Engineering community. Stay tuned.

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*Adapted from themetapicture.com.
**Discovering What Resonates**

I Think We Can All Relate

**REASONS I BECAME AN ENGINEER**

- Have A Good Job
- Challenge Myself
- Build The Iron Man Suit

**LinkedIn Pages**

- University Page Alumni Followers: 273
- Group Page Members: 265
- Company Page Followers: 942

**Most Popular Videos On YouTube**

1. Computer Science, Cybersecurity, and Information Systems Engineering Information Session: Fall 2015 — 1,404 views
2. TechTalk 6/5/14 — Java Guru Marty Hall Kicks Off TechTalk Series — 1,125 views
5. Applied and Computational Mathematics Information Session: Fall 2015 — 997 views
6. Systems Engineering Information Session Fall 2015 — 583 views
8. Why Choose Hopkins — 681 views
9. Applied Biomedical Engineering Information Session Fall 2015 — 478 views
10. Systems Engineering Information Session Spring 2016 — 406 views
Applications

Marketing Activities Result In Applications

In the chart below, you will see the timing of various marketing activities overlaid with two graphs. The bar graph shows the total applications—public and partnership—for each term. The line graph shows the number of applications submitted each month, regardless of when the student intends to start.

Prospects To Students

Only about a third of our prospective students applied for admission during FY16, but it is likely that many applied after July 1, 2016. And of those admitted, 13% enrolled. Here's how the recruitment funnel works in the case of JHEP.
We are always looking closely at our processes and what we can do to improve the experience for our prospective and current students. In FY16, we reviewed our current application process and found opportunities to make the process more efficient. With the admissions team, we developed a system that will allow applicants to sign in with a personal login to review the status of their application—this will also include automated e-mails letting them know when their application moves to a new phase of the workflow. We’ve also planned a system where applicants can officially accept or decline admission. This will help us collect data on these two populations, and to follow up with surveys to find out what we can improve. The new application system is scheduled to launch in FY17.
The marketing team provides support to teams around the organization in a variety of ways. In FY16, our team designed signage and invitations for the fall and spring faculty meetings, provided on-site support, and produced the faculty gifts.

We worked alongside graduation committee staff to design and produce the commencement program, as well as signage for the graduation reception the night before.

The team also worked with the Center for Learning Design and Center for Digital and Media Initiatives to design, produce, and disseminate blast e-mail campaigns to online instructors and students. And we partnered with the software development team to map out a redesign for the faculty website, which is in progress.
The marketing team, together with the software development team, launched our new website in April 2015. Right out of the gates, the site needed additional functionality and aesthetic fine tuning. Over the course of FY16, our combined teams (aka, the web team) were hard at work creating a better user experience.

Some of the major initiatives that we tackled include:

**Sectioned Course Tabs**
On each program homepage, we have a Courses tab. Originally, when clicked, it would expand to show all courses available in that degree program. Now, when clicked, the list of courses is broken out by focus area, track, concentration, core, and elective, offering current and prospective students a more meaningful user interaction.

**Homepage Slider**
The new website launched with only one image displaying on the homepage. During the year, we added three additional images to the rotation with stories that tie into our programs. The slider refreshes the image each time a visitor navigates back to the homepage.

**Fresh Content**
In FY16, we worked to add new, exciting content on a regular basis. This includes stories about our Coursera specialization, spotlight videos about the Executive Technical Leadership course and other courses, articles about faculty awards and students’ projects, a new promo design to highlight program information, and announcements about new degree programs.

“I think the biggest strength of the information provided by JHEP is the fact that the website has clear information about each course offered, by each of the grad programs—including whether or not they were offered online.”

From The Spring 2016 Newly Enrolled Student Survey
Along with other divisions at Johns Hopkins University, we signed a contract with Siteimprove in FY16. This product works similarly to Google Analytics, but it enables deeper analysis of how people are interacting with your website. In addition to being able to see what referring sites visitors came from, Siteimprove lets you see where they navigated on your website and how long they stayed on each page. This reveals behavioral trends that we can leverage to justify changes in navigation, functionality, or content. For example, if it takes visitors four clicks to get to our application, how can we shorten this path?

**Top Referring Sites**
1. jhu.edu
2. tweaktown.com (ads)
3. quackit.com (ads)
4. myadserver-hub.com (ads)
5. thetruthaboutcars.com (ads)
6. cyclingnews.com (ads)
7. boxofficeindia.com (ads)
8. engineering.jhu.edu
9. brandsoftheworld.com (ads)
10. hawtcelebs.com (ads)

**How Users Find ep.jhu.edu**

**Users By Modality**

<table>
<thead>
<tr>
<th>Modality</th>
<th>Users (In 100,000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organic search</td>
<td>83%</td>
</tr>
<tr>
<td>Referring sites</td>
<td>3%</td>
</tr>
<tr>
<td>Direct</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Top 10 Pages Viewed**
1. Online
2. Homepage
3. Cybersecurity
4. Programs & Courses
5. Computer Science
6. Course Schedule Search
7. Systems Engineering
8. Information Sessions
9. Programs
10. Admission Requirements

**Page Views**
Financial Mathematics Launch

In spring 2016, we announced a new master’s degree program in financial mathematics, and four certificates in related disciplines. To spur the launch of the program, the web team designed and built a program homepage, and the marketing team produced a program card, press release, information session slide deck, and display banner ads. We also worked with Wiley to start building a landing page with a request for information form and advertising campaigns to drive prospective students. The launch efforts helped yield 11 applications for the fall 2016 term.

Full-Time Programs

In fall 2015, the marketing team worked with Wiley to execute a pilot campaign to promote the full-time Electrical and Computer Engineering master’s program alongside the part-time/online ECE program. Information about the full-time program was added to the ECE landing page, a supplemental paid search ad campaign ran from October 15 to December 15, and we added a request information button to the full-time program’s homepage to drive additional traffic to the landing page. The two-month campaign delivered 26 inquiries, 10 of which applied, and three of which were accepted. The success of this pilot campaign led us to invest additional money in the FY17 budget to expand this marketing program to four other full-time master’s programs.

Course Change Process

After reviewing how course changes were submitted, it was clear that the process needed streamlining. With the software development team, a central location was created where all changes are sent, and then updated on the website and submitted for the catalog. The flowchart below shows how the new process works.
2016 SPRING FACULTY MEETING
WEDNESDAY, MARCH 16, 2016
4:00–8:15 P.M.

4:00 P.M. Registration, Innovation Showcases, and Light Refreshments
After checking in at the registration desk, engage one-on-one with our instructional resources, and course content creation tools.

4:30 P.M. Keynote Address
Yasmin Tzoumis and Yaakov Chaikin about the ins and outs of using DIY video recording equipment.

5:00 P.M. Program Chair Meetings

5:00 P.M. Update and Faculty Awards

6:00 P.M. Dinner

6:45 P.M. Update and Faculty Awards

7:15 P.M. Keynote Address

8:00 P.M. Closing Remarks and Raffle Prizes

AGENDA

Diversify and Add Value to Your Course
At this session, you will learn some basic principles of accessibility, how they apply to your course, and some easy steps you can take to make your course more accessible to all.

Easily Accessible Tools for Combating Plagiarism
We will demonstrate how to use both tools, and discuss the pros and cons of each solution. At this session, we will explore effective methods for combating plagiarism in online education, focusing on two tools that work seamlessly within Blackboard: TurnitIn and SafeAssign.

How Can I Make My Online Course More Accessible?
Did you know that 8 percent of master’s students in the United States have some type of disability? The pressure to make sure that all of your students have an equitable opportunity to participate in your online course can add to the stress of creating content that will be accessible to everyone, especially when you don’t have a lot of instructional designers and faculty members during our new Innovation Showcases.

Instructional Designers: Diversifying Content for All Learners
Instructional designers and faculty members during our new Innovation Showcases. Each showcase will feature highly interactive, hands-on sessions where you will learn about some blended and blended instruction resources, and course content creation tools—two hands-on sessions where you will learn about some blended and blended instruction resources, and course content creation tools.

You Can Be Anywhere: The Power of Do-It-Yourself Video Making
You Can Be Anywhere: The Power of Do-It-Yourself Video Making. Additionally, you will receive a handout that includes links and why they chose this method of video making for their lecture. We’ll look at TechSmith Fuse®, a mobile application that can be used to create mobile content, and then seamlessly import your content to SnagIt or Camtasia for additional editing power.

Creating Course Content On-the-Go? There’s an App for That!
Mobile devices are powerful educational tools that can be used for capturing content on the go. In this session, we’ll explore ways you can use your smart phone or tablet to create content and add value to your course.

INNOVATION SHOWCASE OVERVIEWS

Environmental Programs
K227

5:00 Program Meetings

2016 SPRING FACULTY MEETING

5:00 Program Meetings

ENVIRONMENTAL PROGRAMS
K227

NEW PROGRAM FORM
This form allows us to gather all the information for a new program as we launch the program not only with a news item on the website, but also a program page, program card, ads, and a Wiley landing page.

FACULTY MEETING
Signage and Save the Date Design, and editing and layout of handouts for the Center for Digital and Media Initiatives.

COMMENCEMENT
Designed and coordinated printing of the program.

BRANDING GUIDELINES
Created branding guidelines to keep our branding consistent across communications.

E-MAIL COMMUNICATIONS
Created branding guidelines to keep our branding consistent across communications.

Miscellaneous Support

• New Program Form
• Faculty Meeting
• Commencement
• Signage
• Branding Guidelines
• E-Mail Communications

1. Registration, Innovation Showcases, and Light Refreshments...
The Year Ahead

FY16 was a banner year in terms of engaging with prospective students and delivering applicants to Johns Hopkins Engineering’s part-time and online programs. Building on the momentum of this success, in FY17 we will continue to put marketing energy behind new online programs, such as Financial Mathematics, Civil Engineering, and Data Science. At the same time, we will partner with several full-time graduate programs to help increase their visibility, boost their engagement with prospective students, and ensure that they have a steady influx of qualified new applicants.

“Looking back—I learned a lot of new material and have grown professionally because of this degree program.”

From: The Fall 2015 Graduating Student Survey