

# Analysis Paralysis?

**Flexible Data Strategies to Address Your  
Most Pressing Challenges.**

University of Toronto Field Day - #UofTFieldDay  
March 27, 2018

@SimpScar

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Beethovens Werke.

# SONATE VON L. VAN BEETHOVEN.

Serie 16. N<sup>o</sup> 127.

Der Gräfin Babette von Keglevics gewidmet.

Op. 7.

Allegro molto e con brio.

Sonate N<sup>o</sup> 4.

Sonate N<sup>o</sup> 4.

First system of the piano part of Sonata No. 4, measures 1-8. The music is in G major, 3/4 time, and begins with a piano (p) dynamic. The right hand features a rhythmic pattern of eighth notes, while the left hand plays a steady bass line.

Main musical score for the piano part of Sonata No. 4, measures 9-24. This section includes dynamic markings such as piano (p), forte (f), and fortissimo (ff). The music continues with intricate rhythmic patterns and harmonic developments in the right hand, supported by a consistent bass line in the left hand.

First system of the violin part of Sonata No. 4, measures 1-8. The music is in G major, 3/4 time, and begins with a piano (p) dynamic. The violin part mirrors the rhythmic character of the piano accompaniment.





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Musical score for the first system of the piano part of Sonata No. 4, showing the right and left hand staves with various musical notations.

Musical score for the first system of the piano part of Sonata No. 4, including dynamic markings like *p*, *sf*, and *pp*.

Partial musical score for the first system of the piano part of Sonata No. 4, showing the right and left hand staves.







# Why is marketing research important?

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# Why is marketing research important? (Do we really have to ask?)

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Ensures confidence and mitigates risk.

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Finds consensus objectively and builds buy-in.

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Gathers key performance indicators.

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Ensures confidence and mitigates risk.

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Clarifies your marketing strategy and objectives.



# Qualitative

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## OVERVIEW

- Goal: Exploratory
- View: Whole picture
- Timing: Early phase
- Method: Focus group, IDI
- Data: Words, images
- Analysis: Subjective
- Findings are: Directional

# Qualitative

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## EXAMPLE FINDINGS

- A vast majority agree...
- Most respondents feel...
- Some think...
- Only a few mentioned...

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## EXAMPLE FINDINGS

- A vast majority agree...
- Most respondents feel...
- Some think...
- Only a few mentioned...

## KEY BENEFITS

- Detailed direct quotes
- Structure provides ability to probe responses leading to deeper inquiry
- Gather info that is difficult to quantify
- Extremely valuable for informing creation of quantitative surveys

# Quantitative

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# Quantitative

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## OVERVIEW

- Goal: Conclusive
- View: Focused
- Timing: Later phase
- Method: Online, phone survey
- Data: Numbers, statistics
- Analysis: Objective
- Findings are: Projected to population

# Quantitative

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## OVERVIEW

- Goal: Conclusive
- View: Focused
- Timing: Later phase
- Method: Online, phone survey
- Data: Numbers, statistics
- Analysis: Objective
- Findings are: Projected to population

## EXAMPLE FINDINGS

- 92% of suspects report...
- Younger alumni more likely to say X than older alumni (47% vs 12%)

# Quantitative

## OVERVIEW

- Goal: Conclusive
- View: Focused
- Timing: Later phase
- Method: Online, phone survey
- Data: Numbers, statistics
- Analysis: Objective
- Findings are: Projected to population

## EXAMPLE FINDINGS

- 92% of suspects report...
- Younger alumni more likely to say X than older alumni (47% vs 12%)

## KEY BENEFITS

- Identify relationships between variables and audiences
- Secondary analysis provides statistical differences with projectable results across various stakeholders
- Critically important for strategic marketing decisions
- Hypothesis testing with statistically valid numerical data, not just hunches or anecdotal information





Undergraduate Prospects



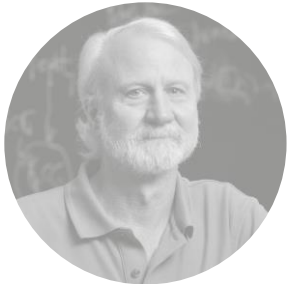
Continuing Education Prospects



Graduate & Professional Prospects



Influencers  
Parents of UG Prospects  
High School Counselors



Faculty & Staff



Current Students



Alumni



Regional Public



Undergraduate Prospects



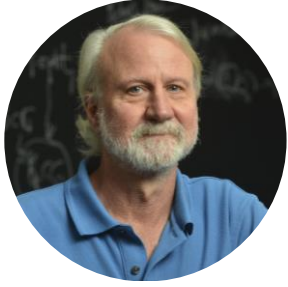
Continuing Education Prospects



Graduate & Professional Prospects



**Influencers**  
Parents of Current UG Students  
Board and Committee Members



Faculty & Staff



Current Students



Alumni



Regional Public



Undergraduate Prospects



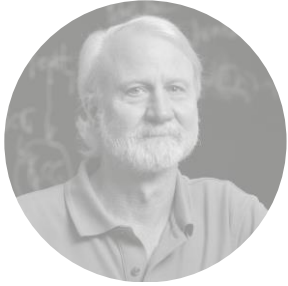
Continuing Education Prospects



Graduate & Professional Prospects



**Influencers**  
Business & Community Leaders  
Corporate & Foundation Donors  
Employers/Recruiters  
Higher Education Peers



Faculty & Staff



Current Students



Alumni



Regional Public

**“If we have data, let’s  
look at data.  
If all we have are  
opinions, let’s go with  
mine.”**

# Brand Strength

**Brand strength** can be measured using metrics in each of these six categories.

Awareness

Familiarity

Quality

Choice

Momentum

Promotion

# When you think of excellent universities in Pennsylvania, which ones come to mind first? (open-end, unaided)

Awareness

Familiarity

Quality

Choice

Momentum

Promotion

# When you think of excellent universities in Pennsylvania, which ones come to mind first? (open-end, unaided)

Awareness

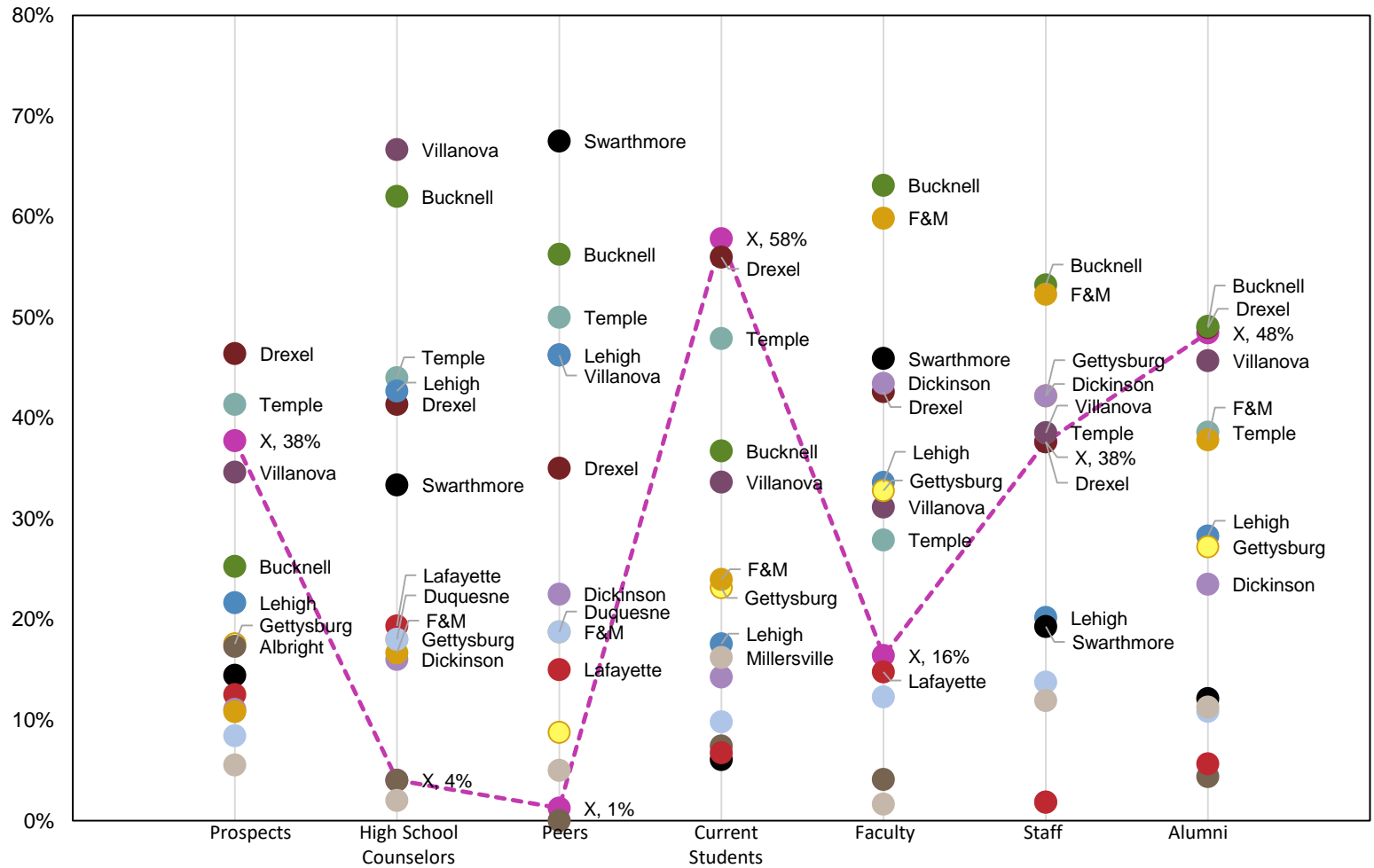
Familiarity

Quality

Choice

Momentum

Promotion





**Select the institutions that are top-of-mind when you think of excellent universities in Arkansas.** (close-ended, aided)

Awareness

Familiarity

Quality

Choice

Momentum

Promotion

# Select the institutions that are top-of-mind when you think of excellent universities in Arkansas. (close-ended, aided)

Awareness

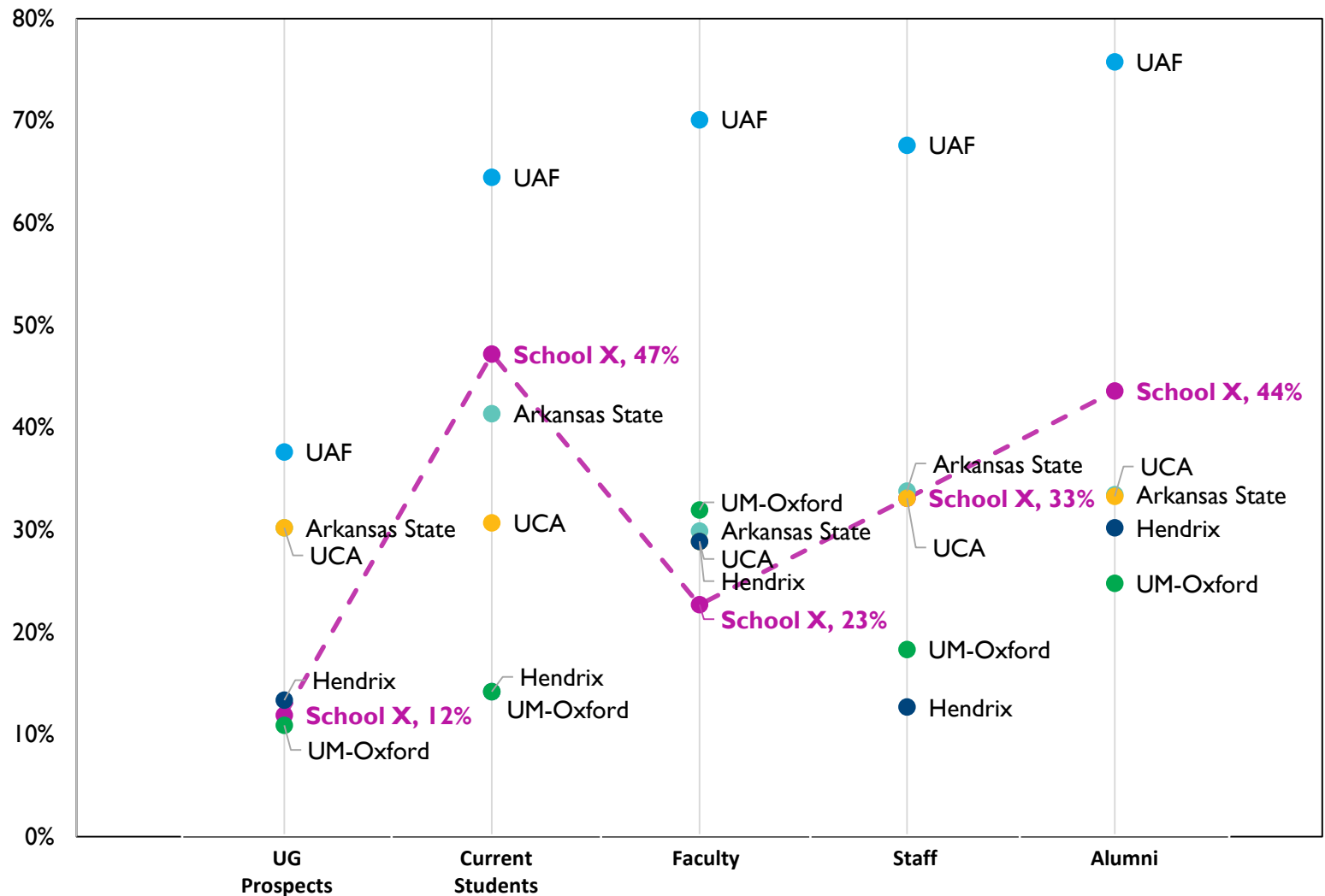
Familiarity

Quality

Choice

Momentum

Promotion



# What is your familiarity with each of the following? (prospective students)

Awareness

Familiarity

Quality

Choice

Momentum

Promotion

# What is your familiarity with each of the following? (prospective students)

Awareness

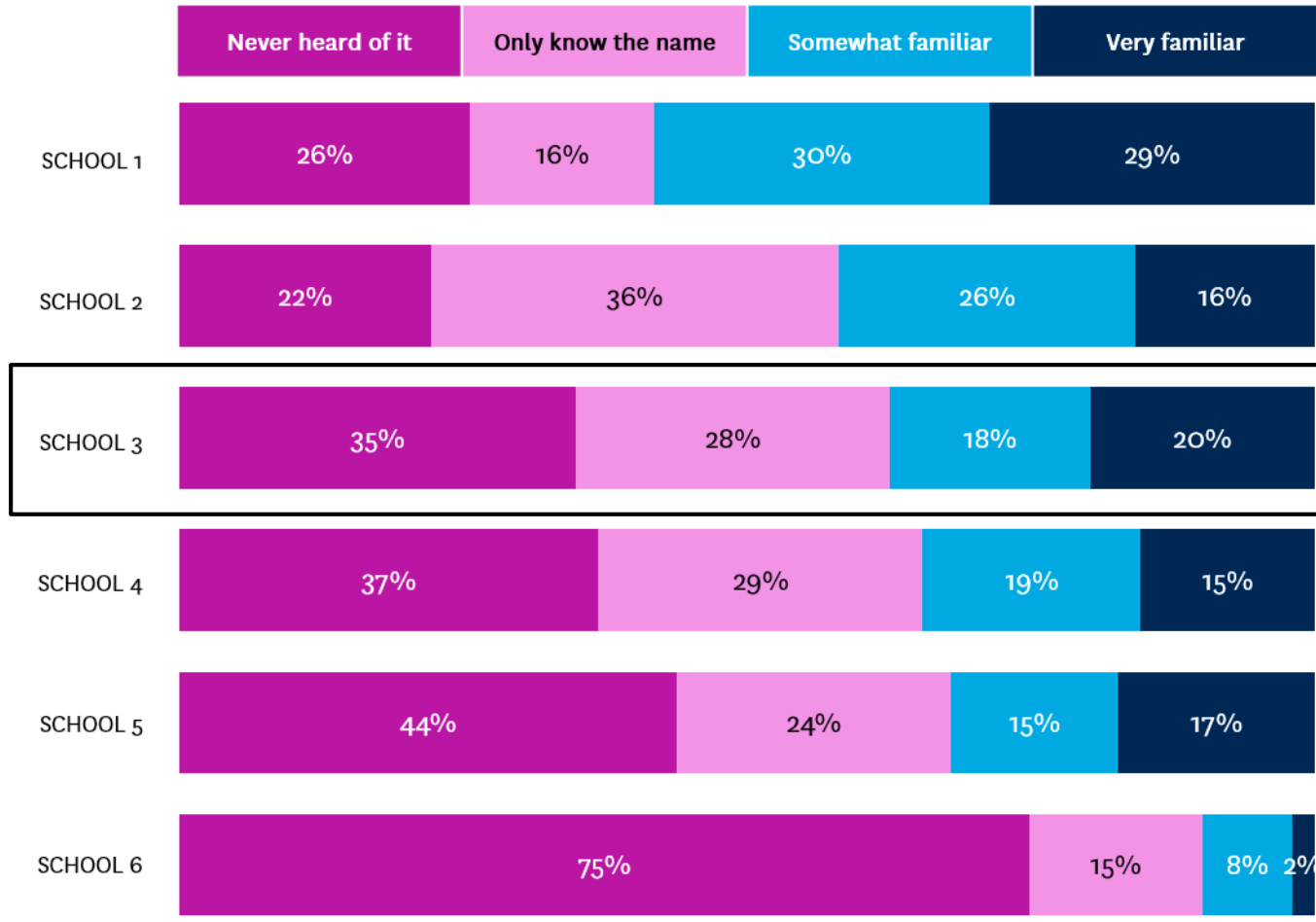
Familiarity

Quality

Choice

Momentum

Promotion



Rate the **quality of education** a student receives at each of the following. (prospective students)

Awareness

Familiarity

Quality

Choice

Momentum

Promotion

# Rate the **quality of education** a student receives at each of the following. (prospective students)

Awareness

Familiarity

**Quality**

Choice

Momentum

Promotion



# Rate the **quality of education** a student receives at each of the following. (prospective students)

Awareness

Familiarity

Quality

Choice

Momentum

Promotion

	<u>% Very Familiar</u>	x	<u>% Distinguished</u>	=	<u>Score</u>
School 1	29%	x	74%	=	2,146
School 2	16%	x	58%	=	928
School 3	20%	x	57%	=	1,140
School 4	15%	x	34%	=	510
School 5	17%	x	24%	=	408
School 6	2%	x	20%	=	40

Rate your **level of interest** in attending each of the following. (prospective students)

Awareness

Familiarity

Quality

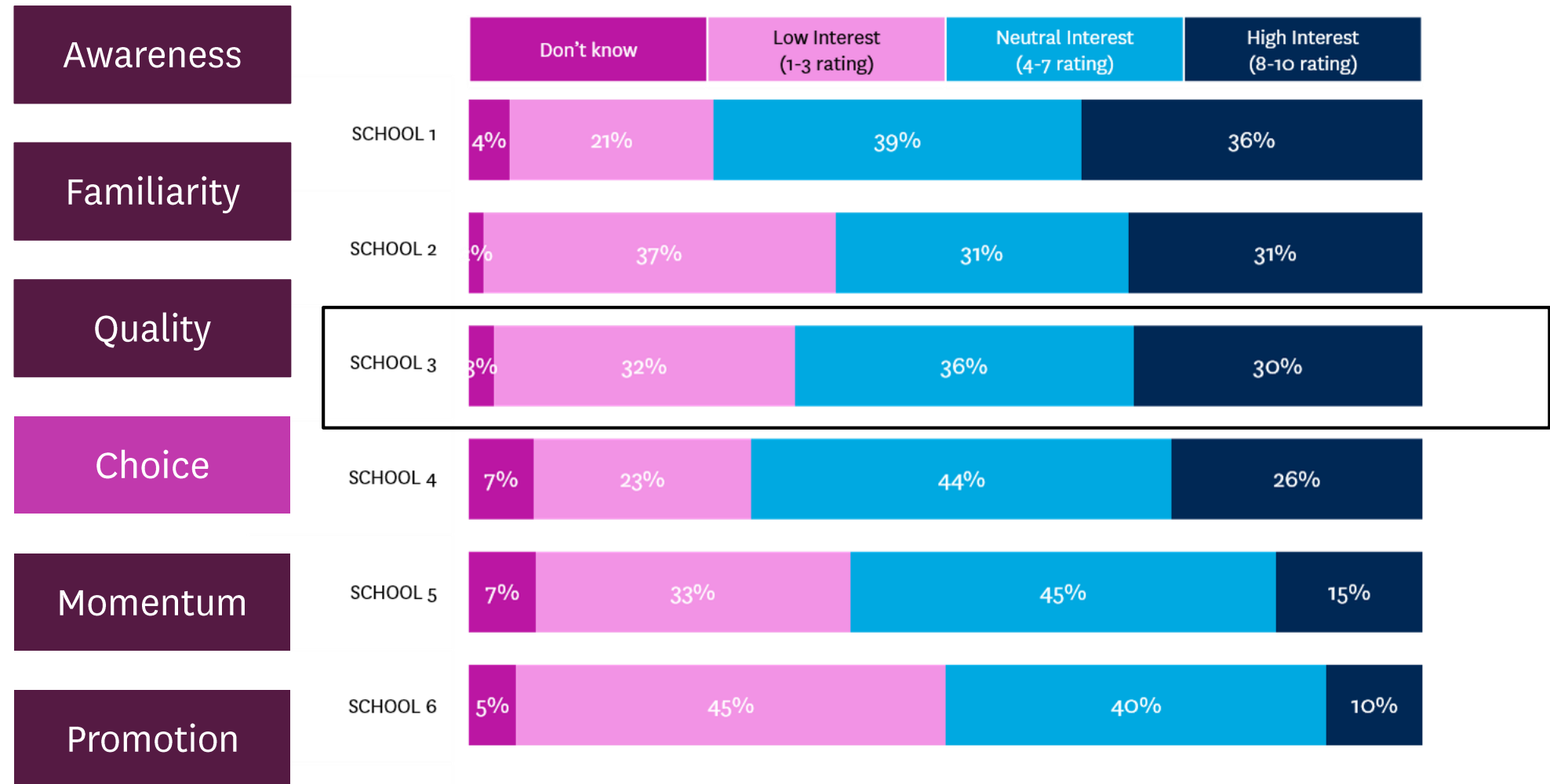
Choice

Momentum

Promotion



# Rate your level of interest in attending each of the following. (prospective students)



# Rate your current and desired level of engagement with University. (alumni)

Awareness

Familiarity

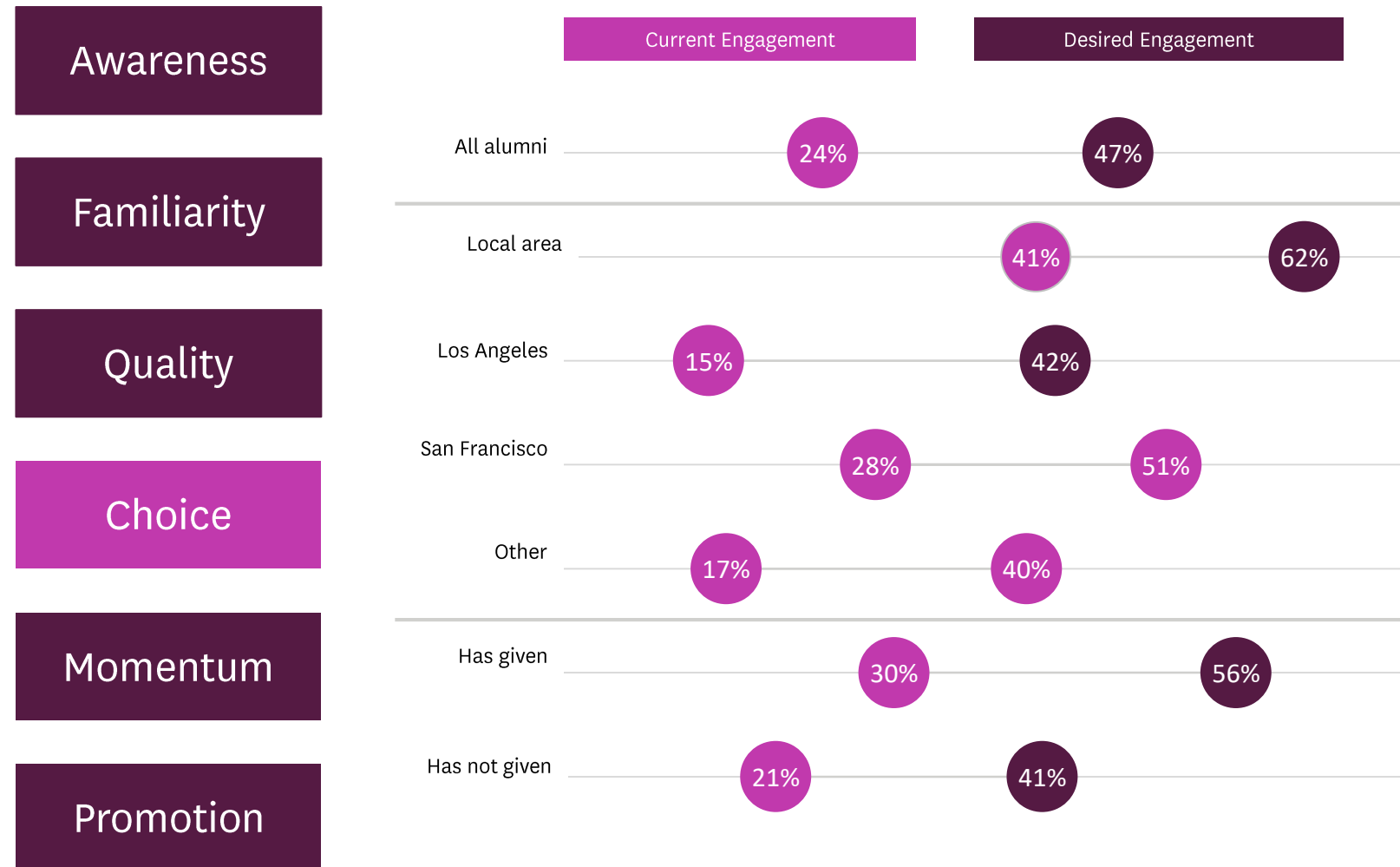
Quality

Choice

Momentum

Promotion

# Rate your current and desired level of engagement with University. (alumni)



# Rate your **level of interest** in hiring a student for an internship or full-time job from University. (employers)

Awareness

Familiarity

Quality

Choice

Momentum

Promotion

# Rate your **level of interest** in hiring a student for an internship or full-time job from University. (employers)

Awareness

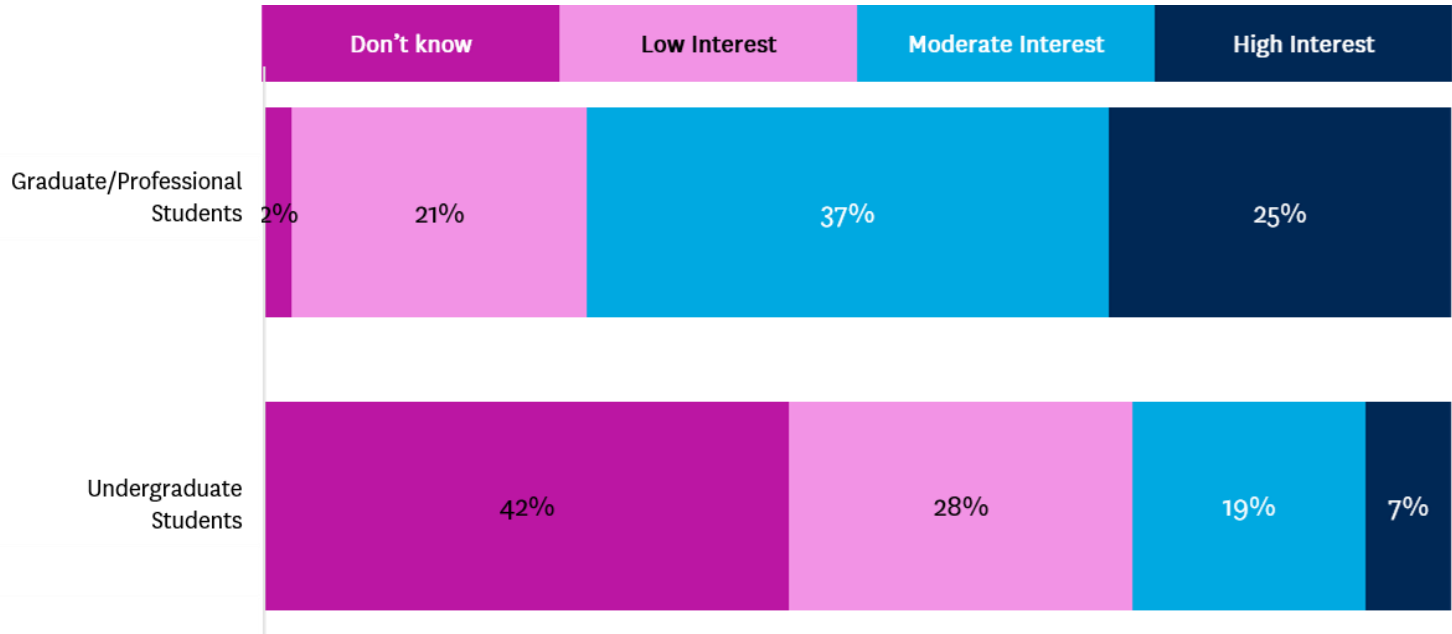
Familiarity

Quality

Choice

Momentum

Promotion



# Compared to one year ago, is your opinion of **University**: more/less favorable, or the same? (internal)

Awareness

Familiarity

Quality

Choice

Momentum

Promotion

# Compared to one year ago, is your opinion of **University**: more/less favorable, or the same? (internal)

Awareness

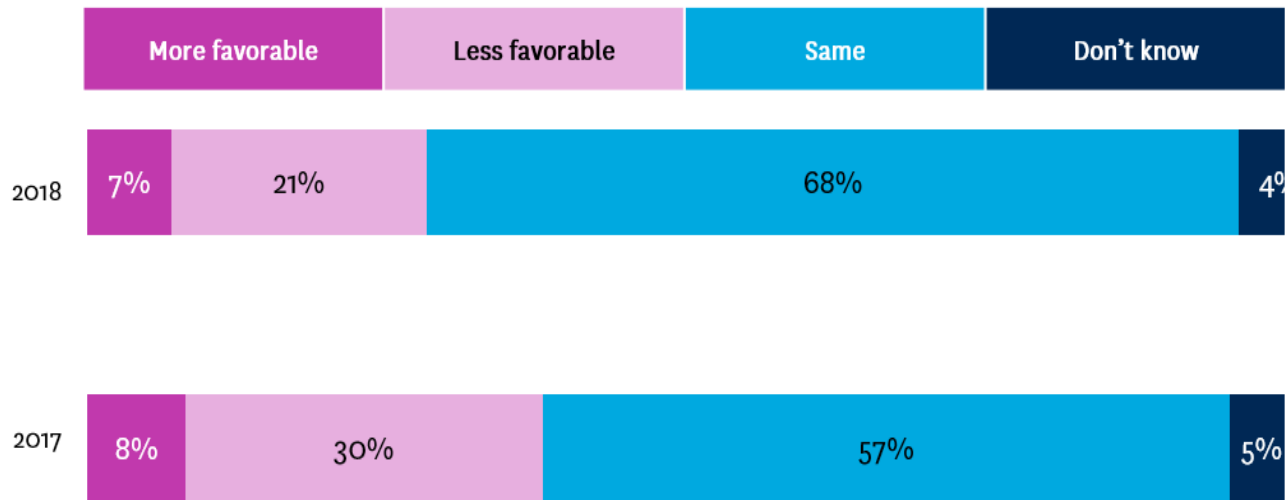
Familiarity

Quality

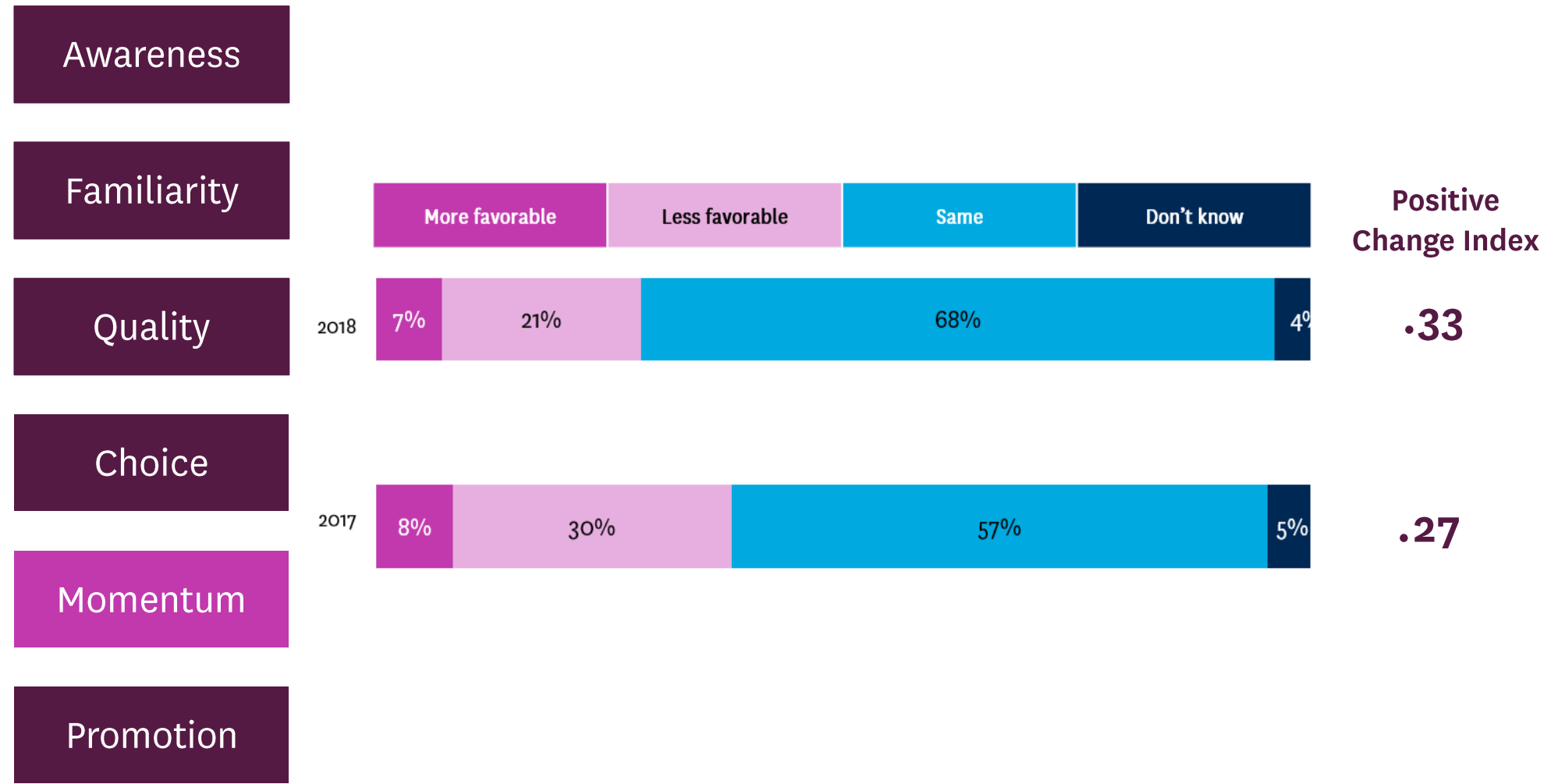
Choice

Momentum

Promotion



# Compared to one year ago, is your opinion of **University**: more/less favorable, or the same? (internal)





# How likely are you to recommend University? (internal)

Awareness

Familiarity

Quality

Choice

Momentum

Promotion

# How likely are you to recommend University? (internal)

Awareness

Familiarity

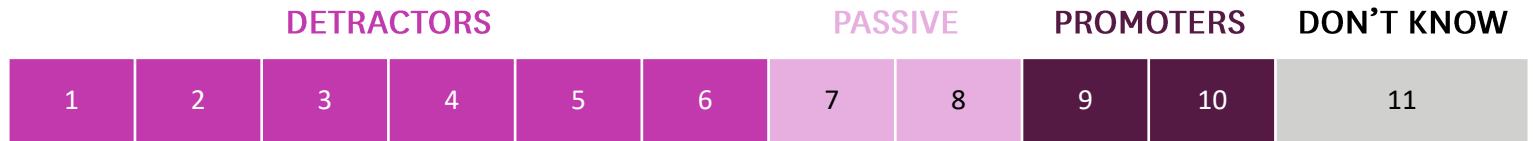
Quality

Choice

Momentum

Promotion

**Net Promoter Score (NPS) = % of Promoters - % of Detractors**



Rating of Likelihood to Recommend to a Prospective \_\_\_\_\_.

# How likely are you to recommend University? (internal)

Awareness

Familiarity

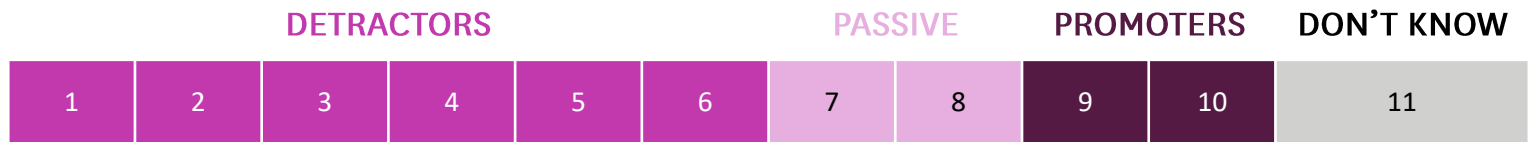
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**Net Promoter Score (NPS) = % of Promoters - % of Detractors**



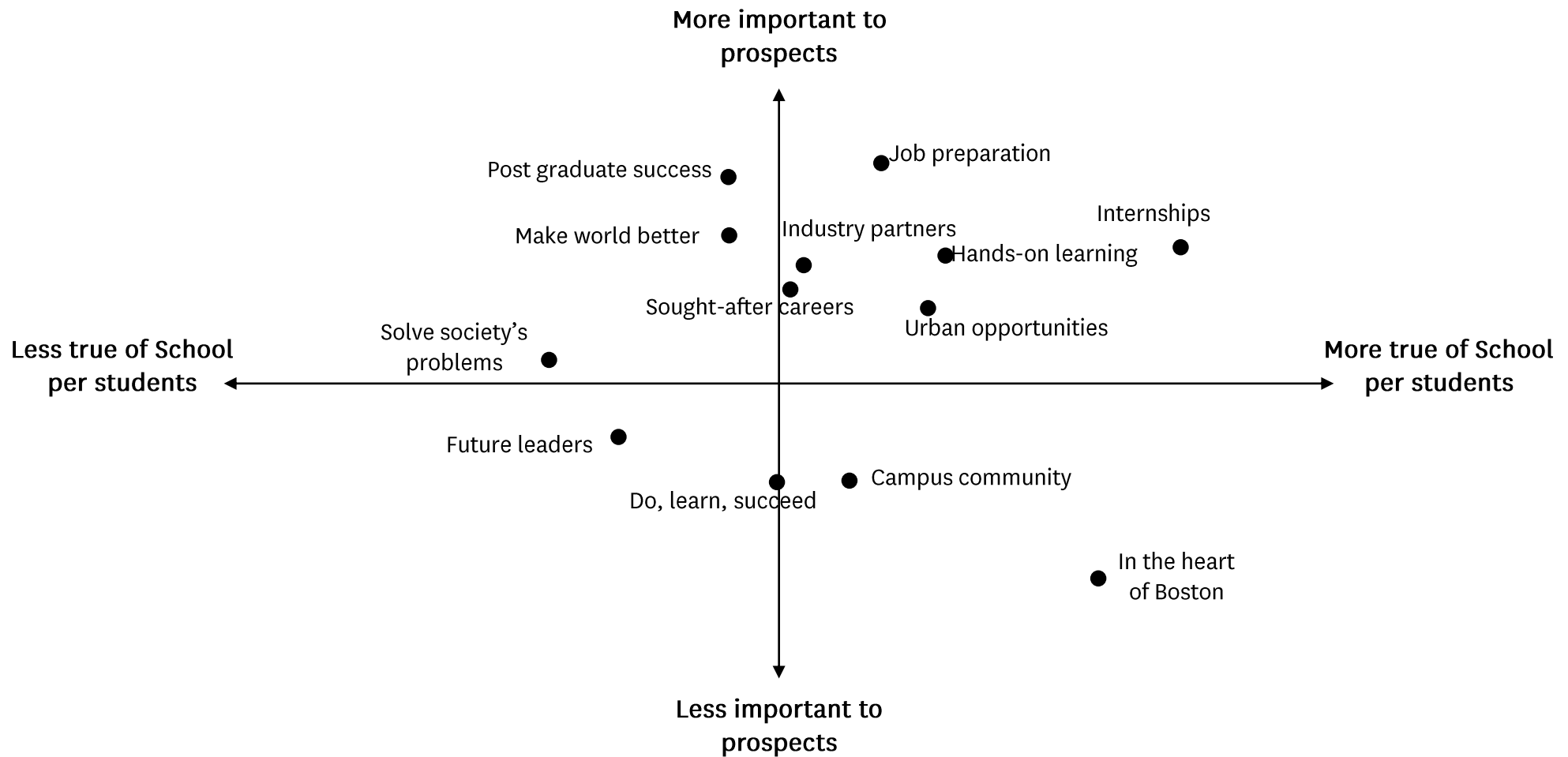
Rating of Likelihood to Recommend to a Prospective \_\_\_\_\_.

	% Detractors	% Passive	% Promoters	=	NPS
Graduate business student	7%	12%	70%	=	63
Medical school student	7%	20%	63%	=	56
Undergraduate student	18%	28%	49%	=	30
Graduate education student	16%	29%	43%	=	28

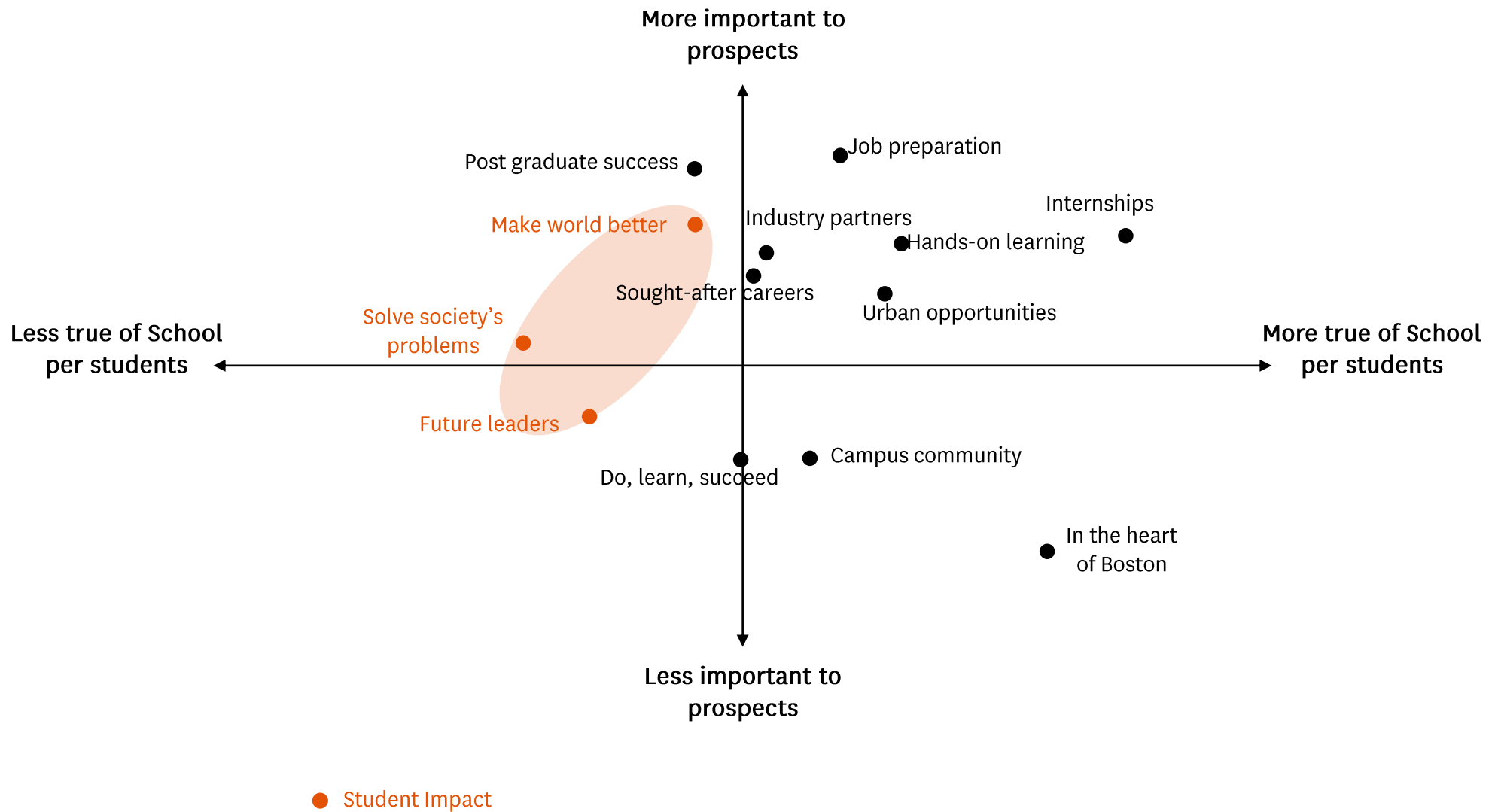
# Brand Perception

# Importance vs Performance

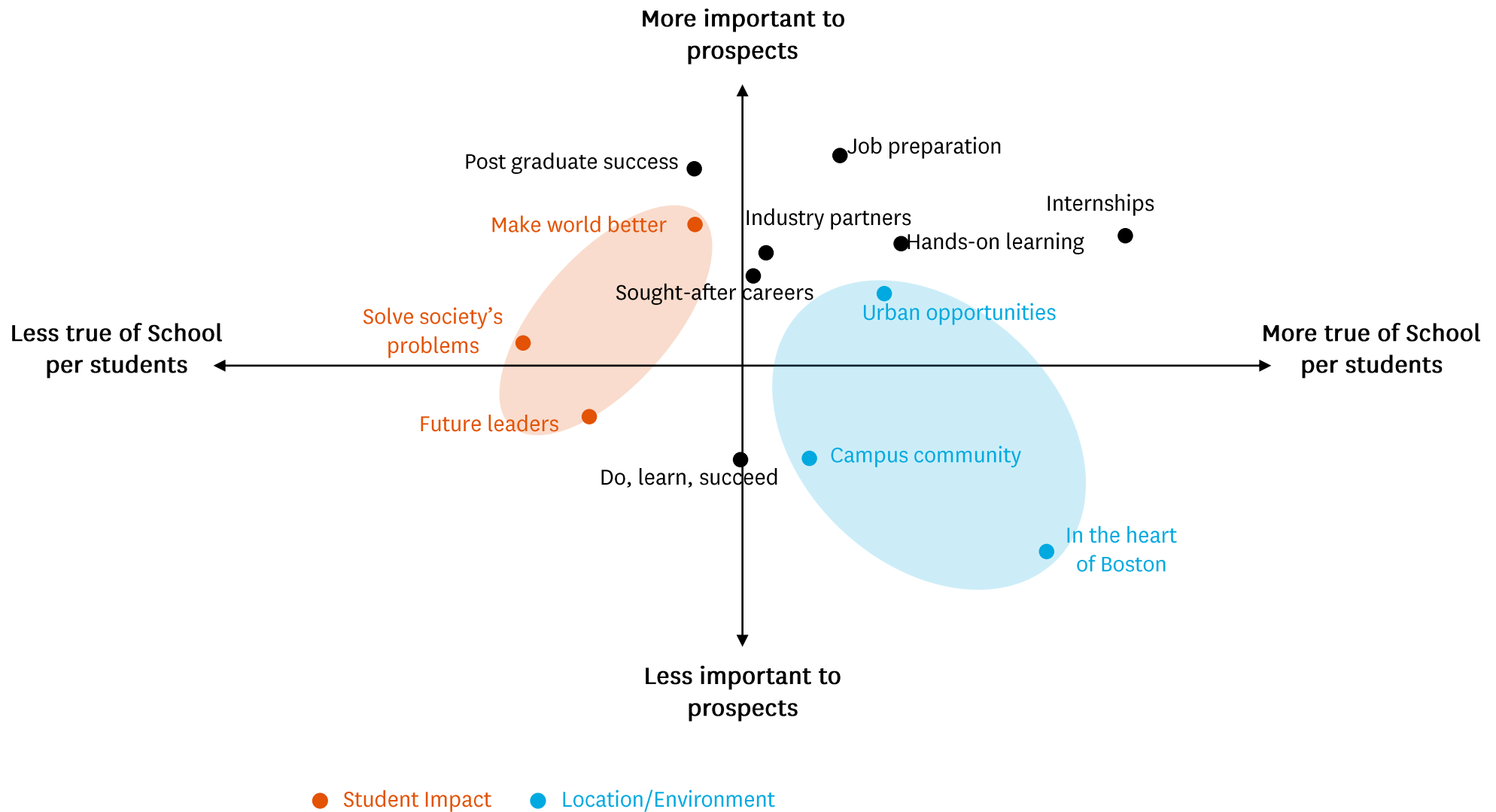
# Importance vs Performance



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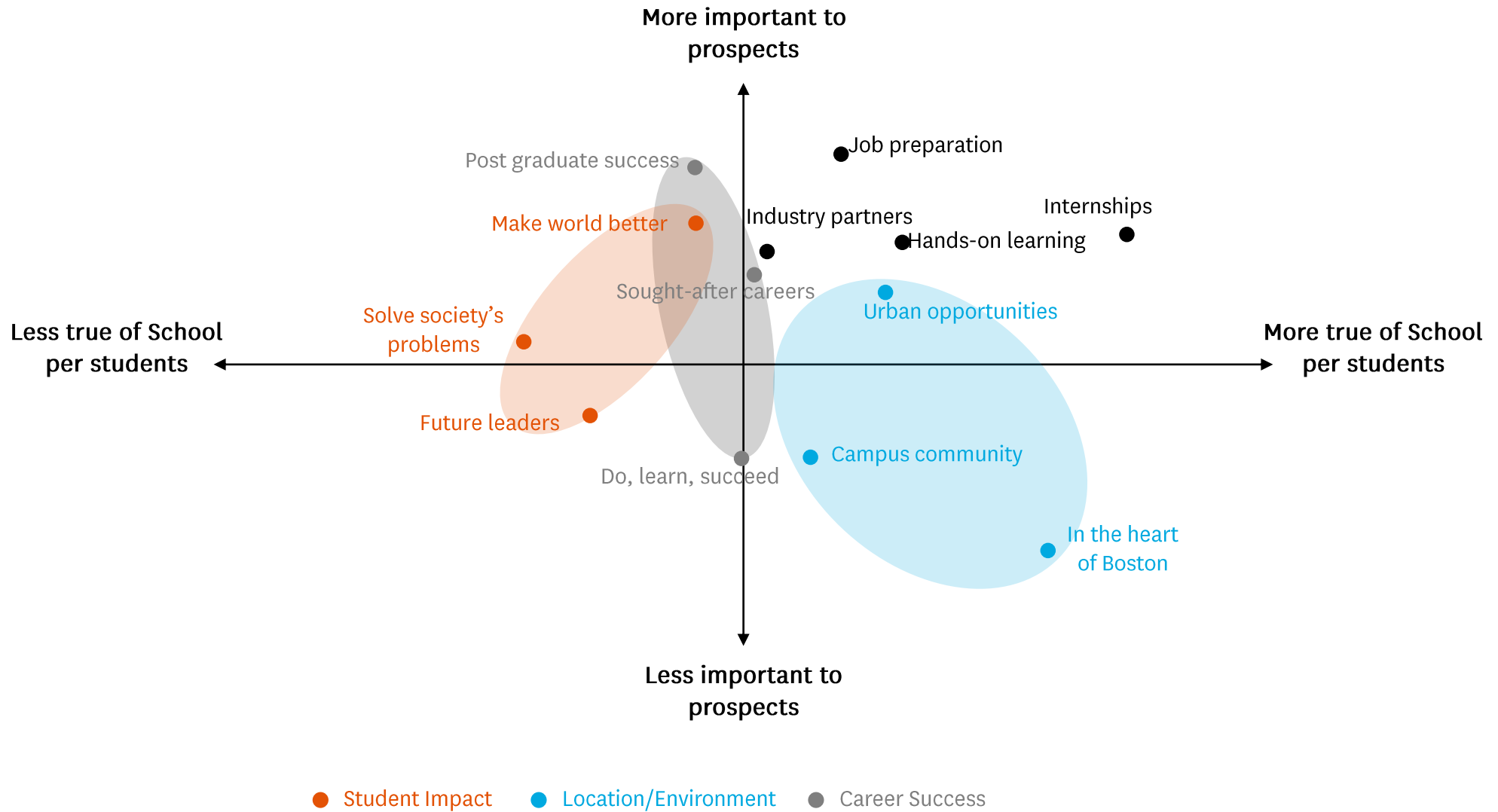


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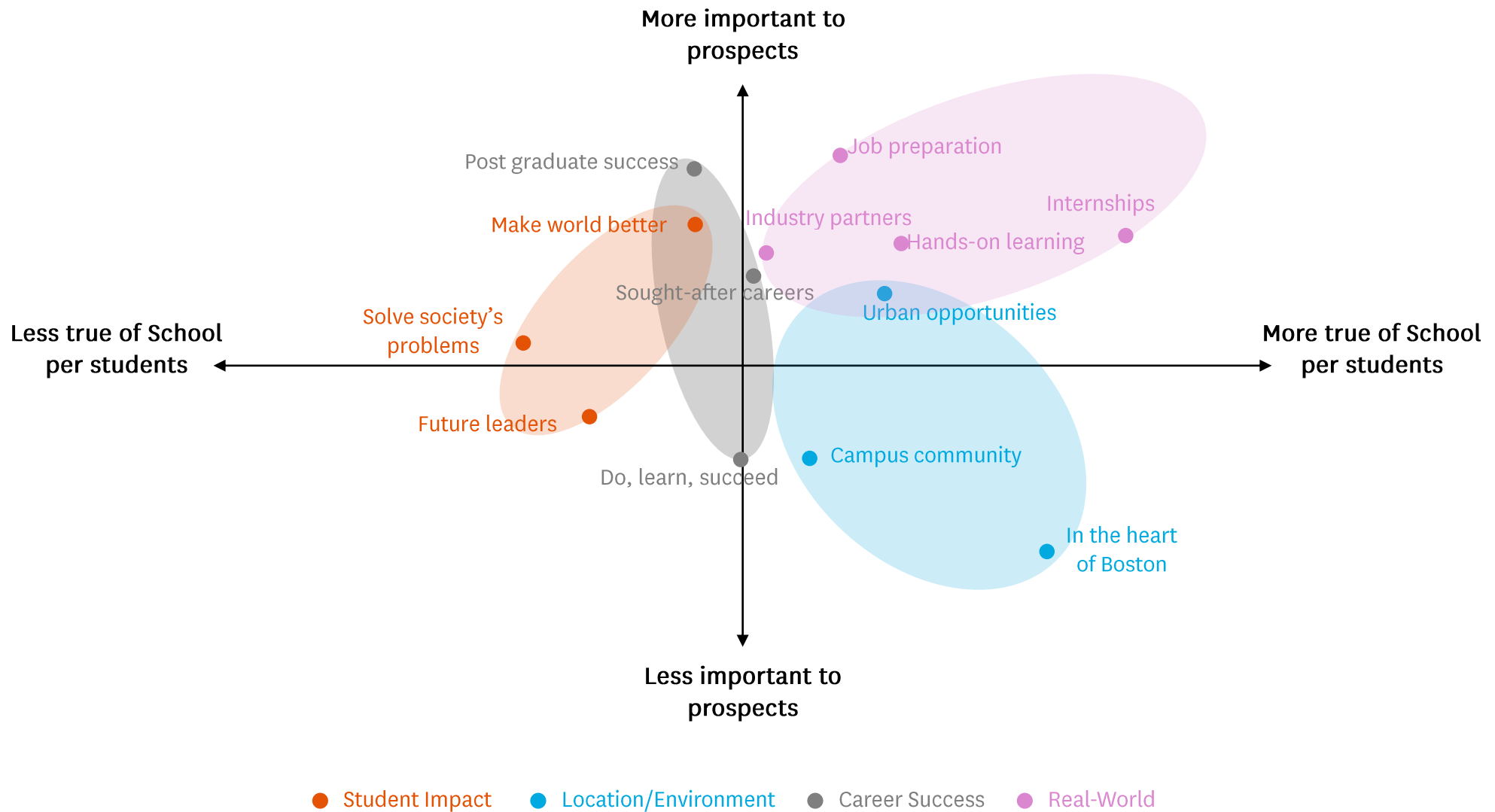




# Importance vs Performance

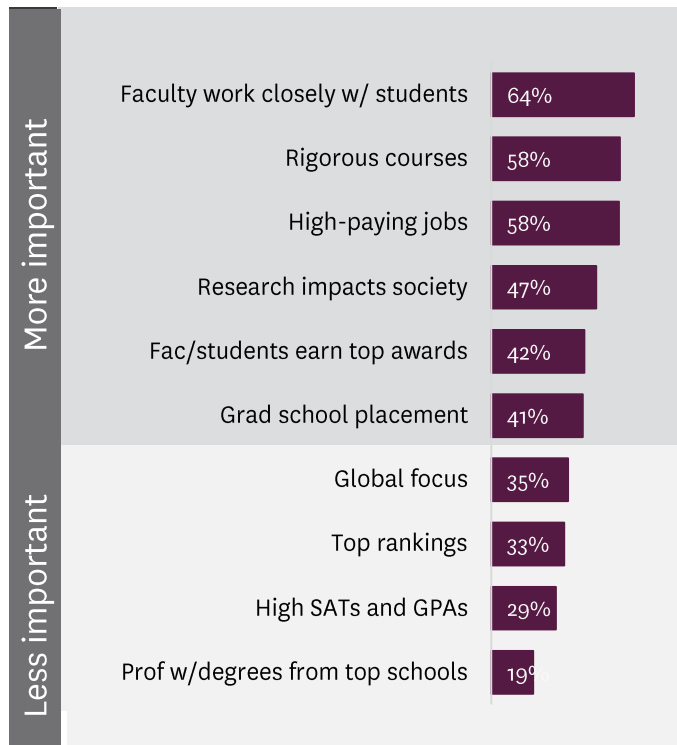


# Importance vs Performance

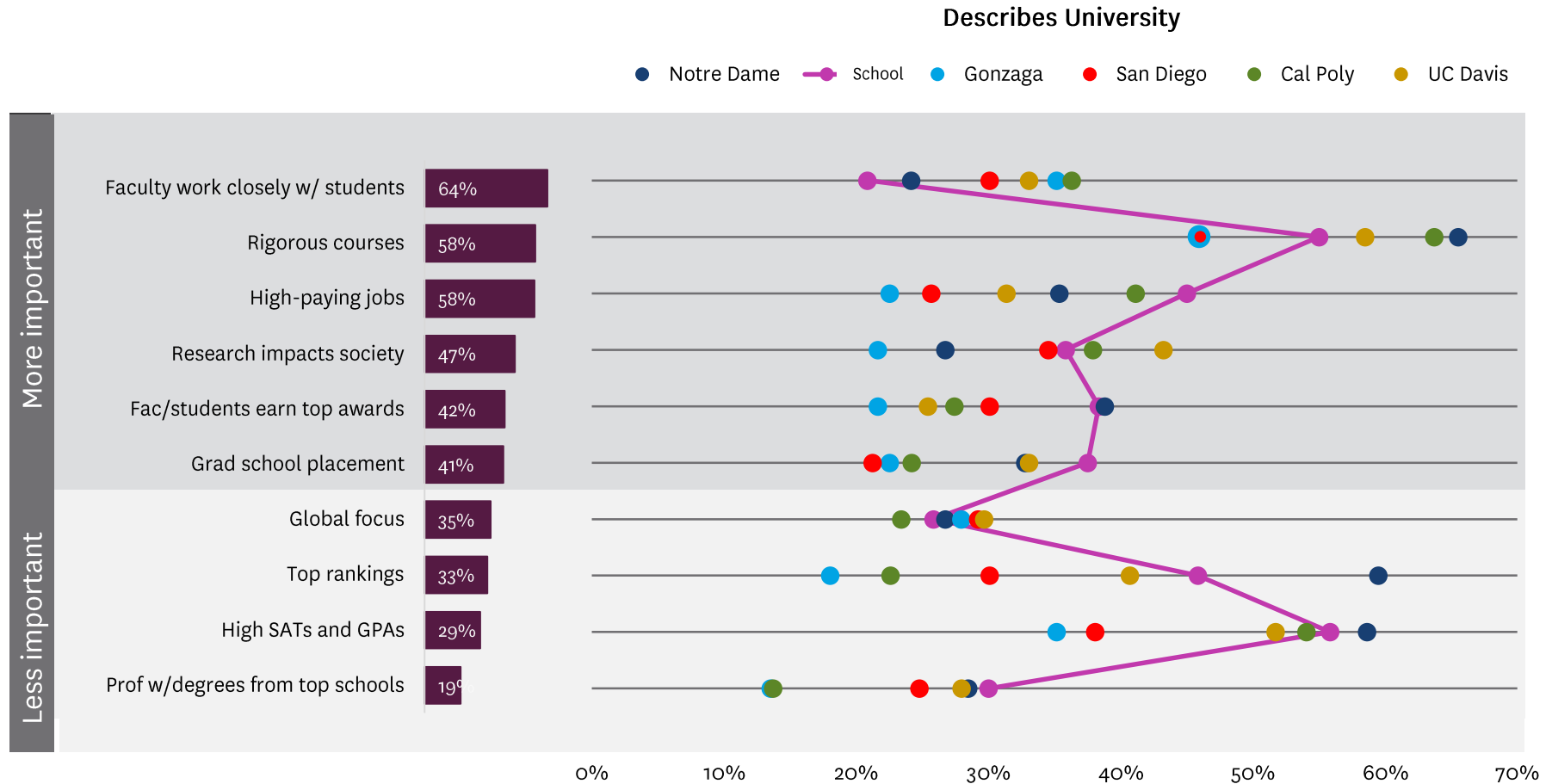


# Importance vs Performance

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# Importance vs Performance



# Importance vs Performance

# Importance vs Performance

	Type of school prospects want
Traditional	3%
Focused	12%
Intense	5%
Career-minded	26%
Professional	22%
Close-knit	9%
Genuine	10%
Relaxed	7%
Rigorous	24%
Active	12%
Progressive	18%
Elite	13%
Hard-working	26%
Warm	9%
Collaborative	20%
Innovative	33%
Fun	15%
Passionate	22%
Friendly	25%
Creative	24%
Diverse	24%
Supportive	27%

# Importance vs Performance

	Type of school prospects want	Describes school per students
Traditional	3%	10%
Focused	12%	18%
Intense	5%	9%
Career-minded	26%	27%
Professional	22%	22%
Close-knit	9%	7%
Genuine	10%	6%
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Active	12%	7%
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Elite	13%	8%
Hard-working	26%	20%
Warm	9%	3%
Collaborative	20%	13%
Innovative	33%	22%
Fun	15%	3%
Passionate	22%	7%
Friendly	25%	10%
Creative	24%	9%
Diverse	24%	9%
Supportive	27%	7%



# Importance vs Performance

	Type of school prospects want	Describes school per students	Gap
Traditional	3%	10%	7%
Focused	12%	18%	6%
Intense	5%	9%	4%
Career-minded	26%	27%	1%
Professional	22%	22%	0%
Close-knit	9%	7%	-1%
Genuine	10%	6%	-4%
Relaxed	7%	3%	-4%
Rigorous	24%	19%	-5%
Active	12%	7%	-5%
Progressive	18%	13%	-5%
Elite	13%	8%	-5%
Hard-working	26%	20%	-6%
Warm	9%	3%	-6%
Collaborative	20%	13%	-8%
Innovative	33%	22%	-11%
Fun	15%	3%	-12%
Passionate	22%	7%	-15%
Friendly	25%	10%	-15%
Creative	24%	9%	-15%
Diverse	24%	9%	-15%
Supportive	27%	7%	-20%

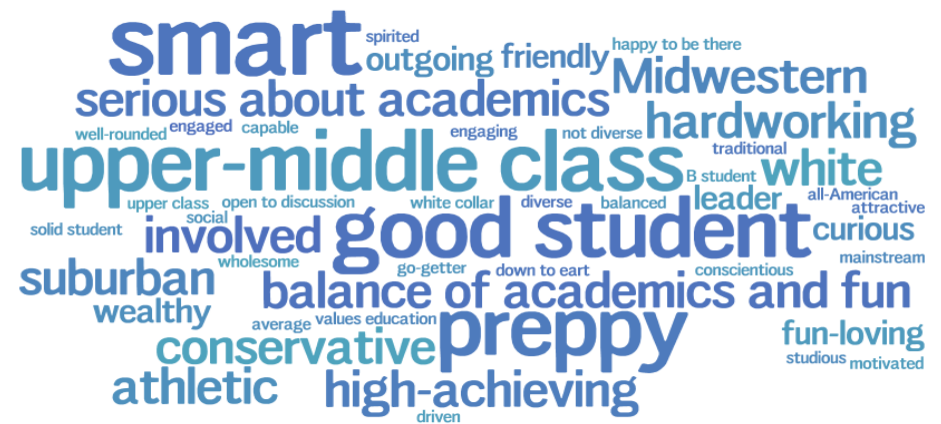
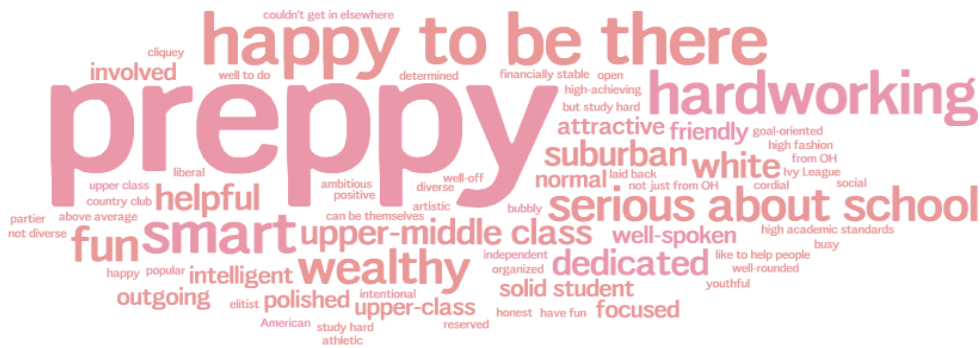
Describe the **type of students** who are at University.

---

# Describe the type of students who are at University.

## Prospects

## High School Counselors



# Complete the Sentence Exercise

- Please use details and/or descriptive language.
- Try to think about what makes your university distinct from other institutions.



#### Introduction:

TC3 has partnered with SimpsonScarborough to conduct market research to better understand the needs and demands of its key target audiences. Through the course of the research we hope to form an essential foundation for developing the strategy for advancing the TC3 brand. We appreciate you taking the time to fill out this worksheet and meet with us on campus. The information we learn during the kickoff phase is critical to the success of the project. We rely on you to help us learn about TC3 beyond what we can read on the website or in other materials.

#### Complete the sentence exercise:

Please use details and/or descriptive language. Try to think about what makes TC3 distinct from other schools or other community colleges. For example, if TC3 values students, tell us HOW TC3 values students or what specific elements of the student experience TC3 values, and how that might be different than at other schools.

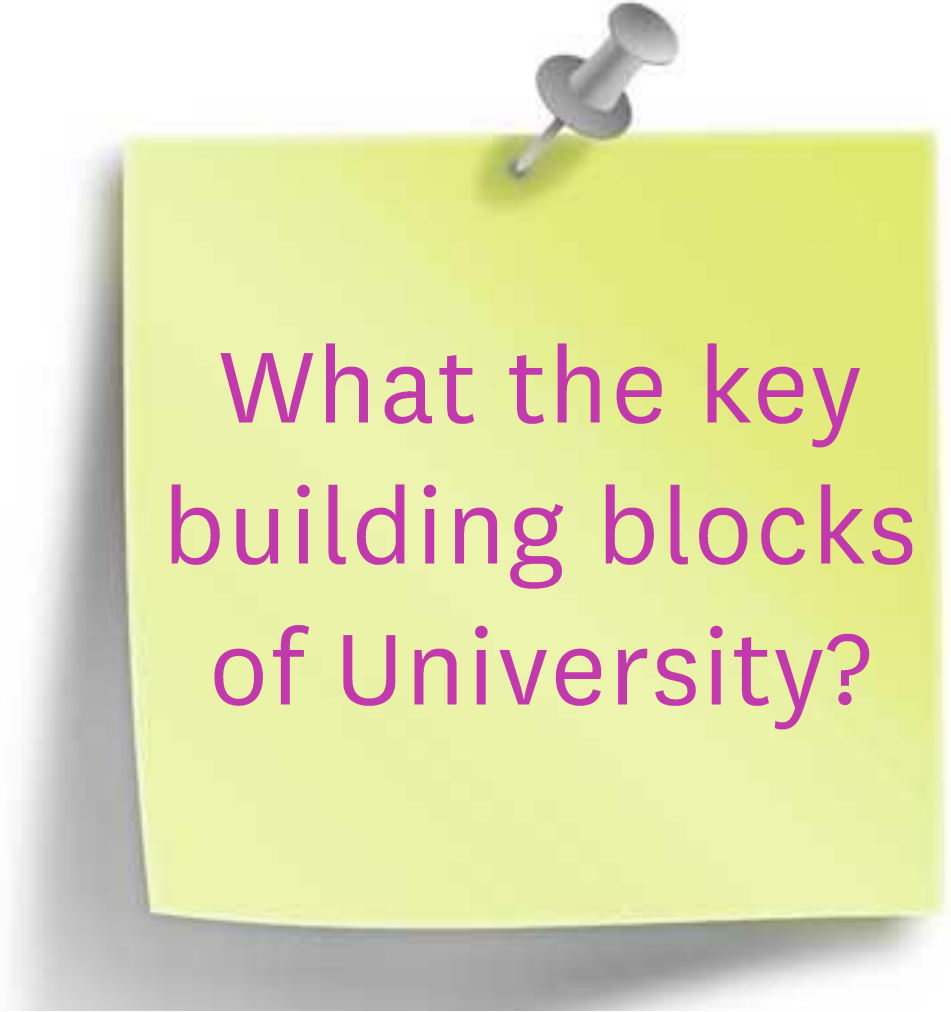
TC3 values:	TC3 wants to be thought of as:
TC3 aspires to:	TC3 fears:
TC3 delivers on:	TC3 is most proud of:
TC3 is _____ but not _____.	
People think TC3 is _____ but it's really _____.	

*Please bring this completed worksheet with you to the kickoff meeting.*

# Post-It Note Exercise

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- Using words and short phrases, answer the question about your university.
- Think about:
  - How do you describe your university?
  - What are its key strengths?
  - What makes it special?



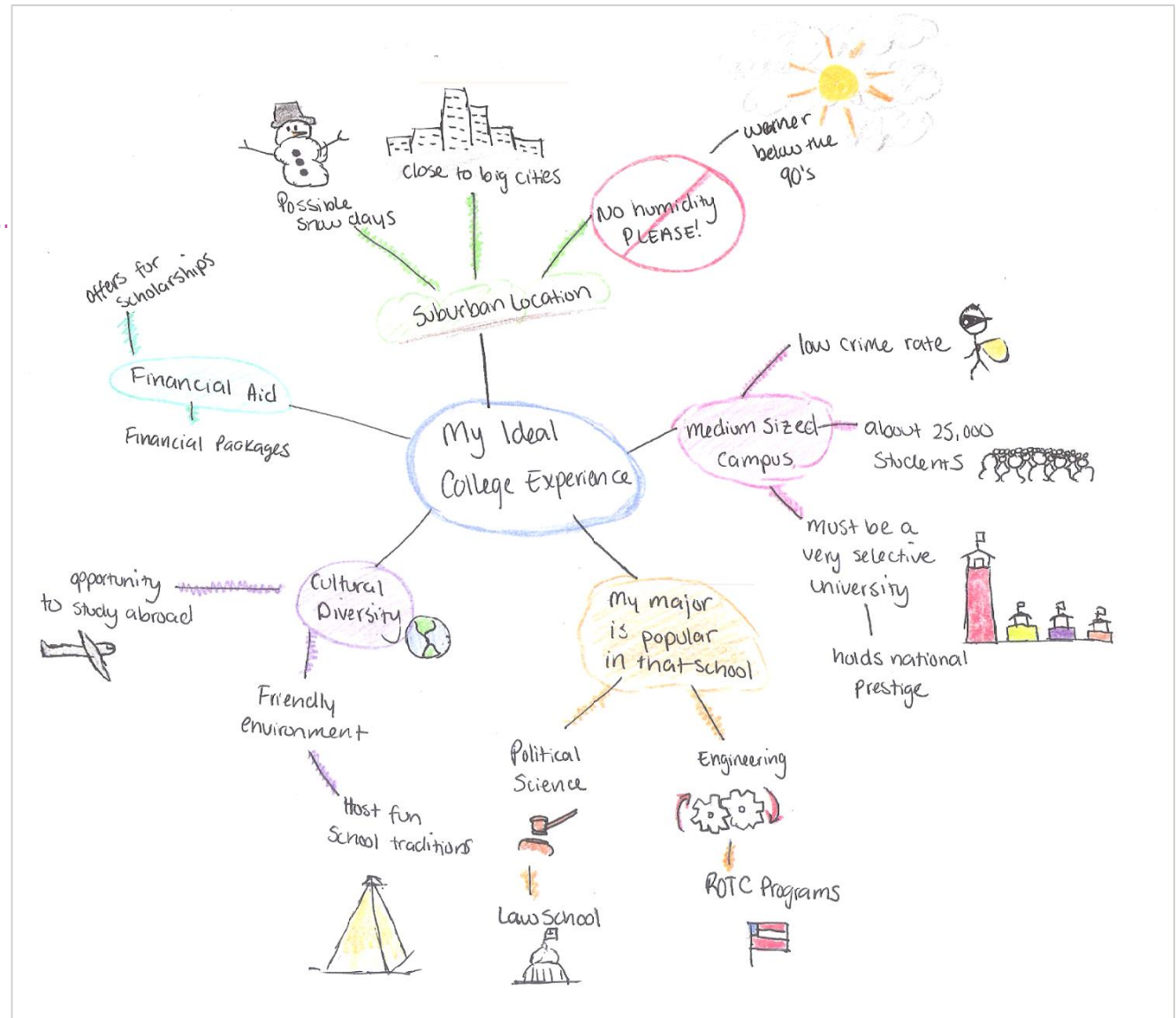
What the key  
building blocks  
of University?

# Post-It Note Exercise



# Mind Map Exercise

- Write the name of your university in a circle centered on the page.
- Write down everything that comes to mind about your institution.
- Expand each branch as far as you can, with at least a couple of connections built on each main thought.



# Describe what each brand stands for and values.



NORDSTROM



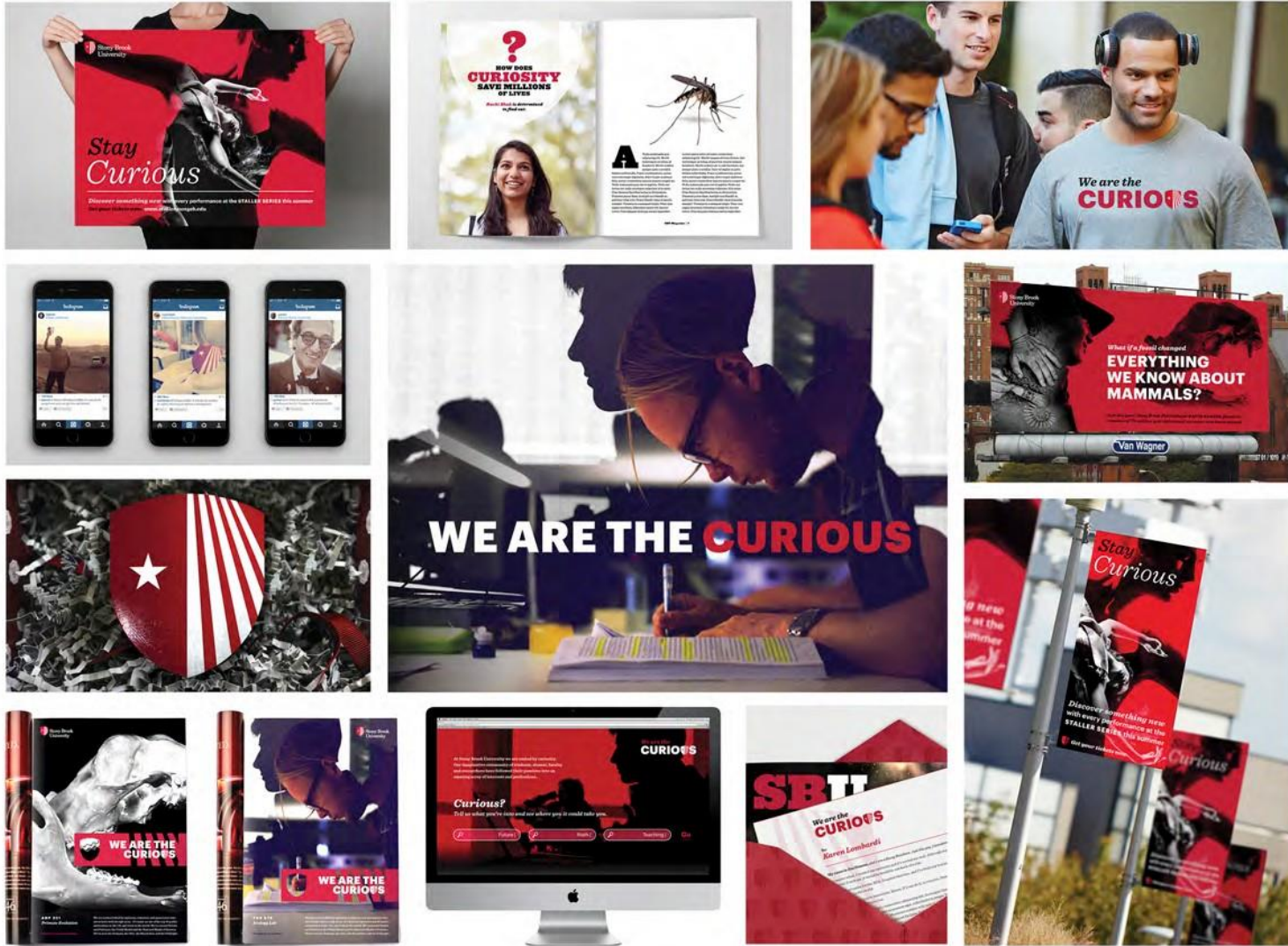


# Creative Testing

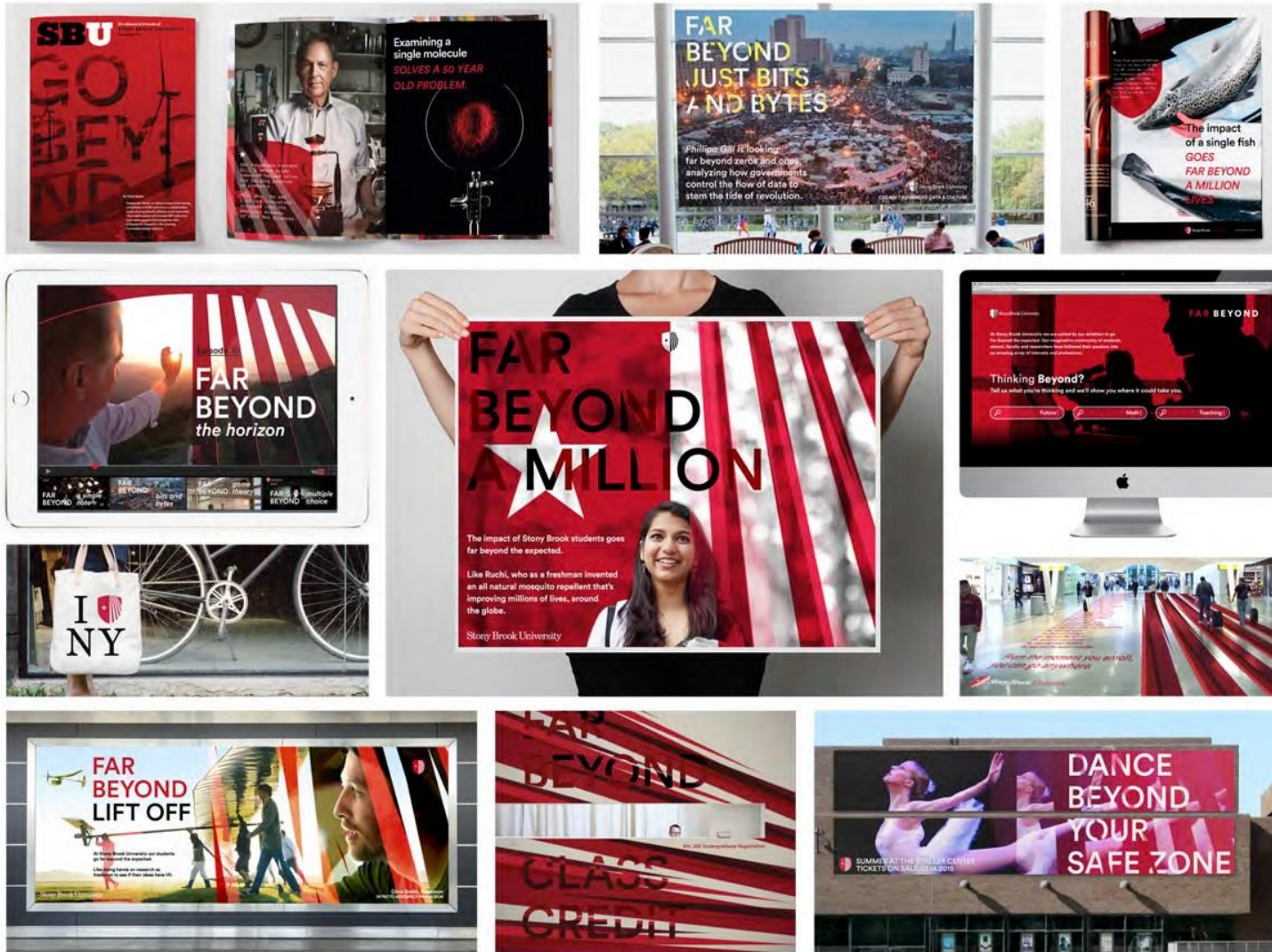
### Prospects

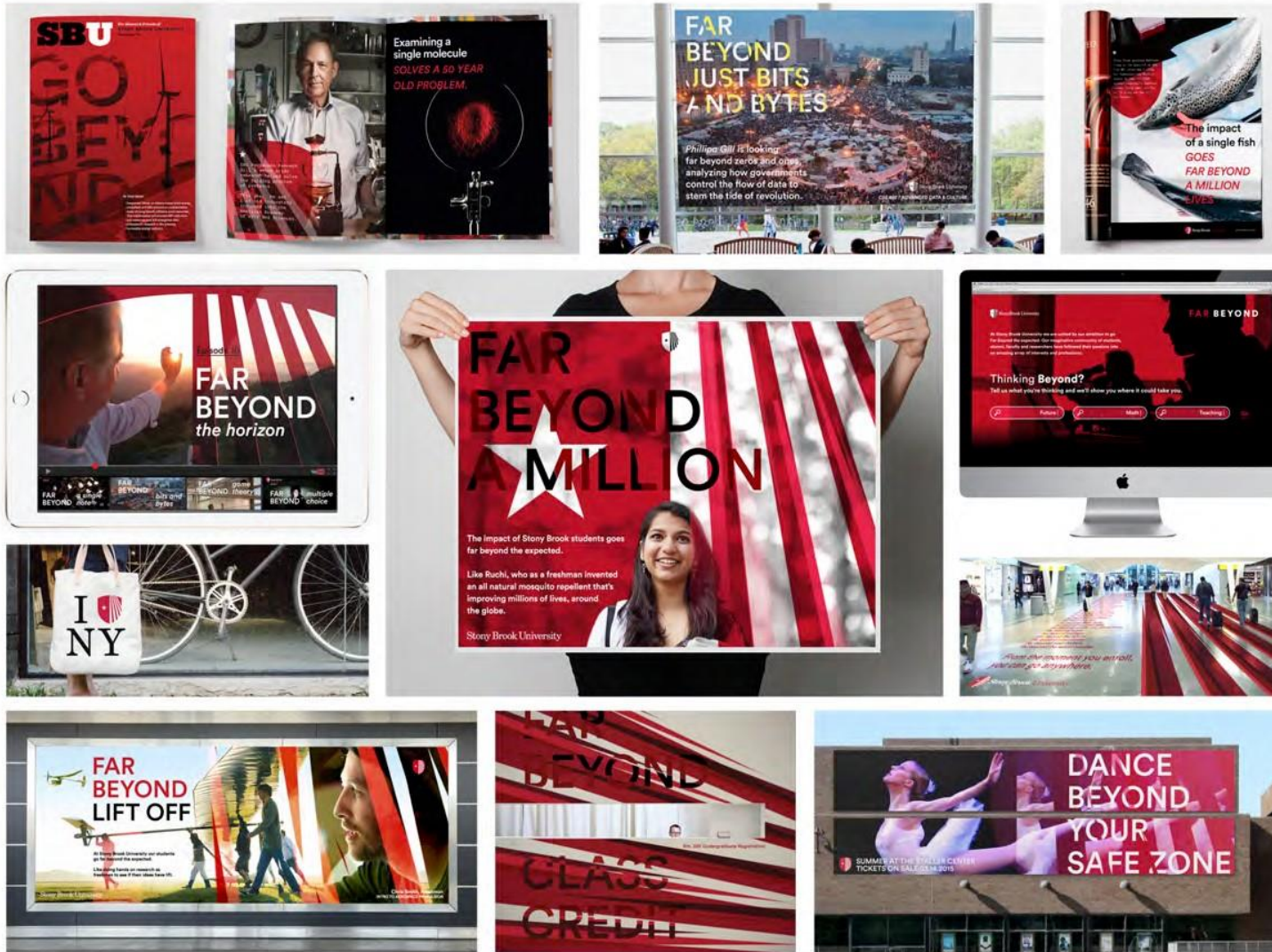
### Alumni











Donors

Counselors

Prospects

This fits my current image of Stony Brook University

	Donors	Counselors	Prospects
This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff



	Donors	Counselors	Prospects
This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff
These images would make me feel proud of my association with Stony Brook University			

	Donors	Counselors	Prospects
This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff
These images would make me feel proud of my association with Stony Brook University	Sweat the Small Stuff	-----	-----

	Donors	Counselors	Prospects
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I find these images visually appealing/interesting			

	Donors	Counselors	Prospects
This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff
These images would make me feel proud of my association with Stony Brook University	Sweat the Small Stuff	-----	-----
I find these images visually appealing/interesting	Far Beyond	Far Beyond	Far Beyond

	Donors	Counselors	Prospects
This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff
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I find these images visually appealing/interesting	Far Beyond	Far Beyond	Far Beyond
This concept enhances my image of Stony Brook University			

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This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff
These images would make me feel proud of my association with Stony Brook University	Sweat the Small Stuff	-----	-----
I find these images visually appealing/interesting	Far Beyond	Far Beyond	Far Beyond
This concept enhances my image of Stony Brook University	Far Beyond	Far Beyond	Far Beyond

	Donors	Counselors	Prospects
This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff
These images would make me feel proud of my association with Stony Brook University	Sweat the Small Stuff	-----	-----
I find these images visually appealing/interesting	Far Beyond	Far Beyond	Far Beyond
This concept enhances my image of Stony Brook University	Far Beyond	Far Beyond	Far Beyond
These images would make me more interested in Stony Brook University			

	Donors	Counselors	Prospects
This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff
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I find these images visually appealing/interesting	Far Beyond	Far Beyond	Far Beyond
This concept enhances my image of Stony Brook University	Far Beyond	Far Beyond	Far Beyond
These images would make me more interested in Stony Brook University	-----	-----	Far Beyond



	Donors	Counselors	Prospects
This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff
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I find these images visually appealing/interesting	Far Beyond	Far Beyond	Far Beyond
This concept enhances my image of Stony Brook University	Far Beyond	Far Beyond	Far Beyond
These images would make me more interested in Stony Brook University	-----	-----	Far Beyond
These images stand out to me compared to other college materials I've seen			

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This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff
These images would make me feel proud of my association with Stony Brook University	Sweat the Small Stuff	-----	-----
I find these images visually appealing/interesting	Far Beyond	Far Beyond	Far Beyond
This concept enhances my image of Stony Brook University	Far Beyond	Far Beyond	Far Beyond
These images would make me more interested in Stony Brook University	-----	-----	Far Beyond
These images stand out to me compared to other college materials I've seen	-----	Far Beyond	Far Beyond

	Donors	Counselors	Prospects
This fits my current image of Stony Brook University	Sweat the Small Stuff	Sweat the Small Stuff	Sweat the Small Stuff
These images would make me feel proud of my association with Stony Brook University	Sweat the Small Stuff	-----	-----
I find these images visually appealing/interesting	Far Beyond	Far Beyond	Far Beyond
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# Research Mechanics

# Managing the Process

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Write the instrument, then rewrite and rewrite and rewrite.

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Vet results to generate additional insights.

# Increasing Response Rates

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Avoid long research tools and difficult questions.

# Reporting Your Success

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Don't just give data; tell a story.



**Questions?**



# Thank you.

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