

2004-2010 Marketing Plan

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1.0 Executive Summary

The College of Continuing Education and Distance Learning is the community service arm of MTSU, providing academic outreach, lifelong learning opportunities, and workforce training and evaluation for middle Tennessee residents and their employers. The College extends the University's services to adults wishing to return for academic credit course work, individuals interested in personal enrichment, professionals wanting to update their skills, and groups needing conference planning assistance. In addition, the College coordinates the summer and evening schools.

During the next five to 10 years, the College of Continuing Education and Distance Learning will become a leader in continuing education. We will be known on campus, locally, regionally, nationally, and internationally as a developer, producer, and provider of quality programs. We will become the preferred Middle Tennessee resource for educational services. We will be a leader in delivering degree and non-degree programs using state-of-the-art technology. The College will play a major role in university public service.

1.1 2002-2006 Strategic Goals

Establish excellence in management throughout the College of Continuing Education and Distance Learning by creating a (results-focused) culture of accountability and high performance.

Ensure that the College provides a student/client-centered environment, which enhances learning outcomes and customer satisfaction.

Develop and strengthen quality academic and professional programs that will allow Tennessee citizens to reach their educational objectives, attain cultural and social goals, and compete economically with the most progressive states in the region. (THEC Goal 5 and TBR Mission)

Position ourselves as a valuable, integral part of the University community and a desirable partner in the Middle Tennessee region, as well as to strengthen our programs by diversifying our funding sources; to ensure quality and access in continuing education by providing funds for scholarships and faculty/instructor development; and to serve as the medium for RODP, B.Unv.S. and online degrees graduates and certificate programs.

2.0 Marketing Plan Effectiveness: Overview & Tracking

This portion of the marketing plan will focus on some of the ways in which our College is focusing on quality and monitoring the marketing, ensuring that this plan stays on track.

Note: Attached to the end of this marketing plan is a form to help College leadership track their marketing objectives and investment.

Macro-Level

While the majority of this plan contains those items typically associated with a marketing plan (SWOT Analysis, Competition analysis, and so on), our College added two specific items to help guide our marketing through the coming years. The first is Section 5.4, entitled 2005-2010 Stretch Goals. This section contains some of the big-picture marketing objectives, organized by area. The second section is 5.3, entitled 2005-2006 Fiscal Year Marketing Focus. The objective is for College Admin, AODL, and PDPE directors to use the stretch goals to help them develop a new marketing focus for the coming fiscal year. So, with the exception of the years, section 5.3's name will never change. To accomplish this process, our College's marketing coordinator will do the following:

1. In the May timeframe, marketing will call a special meeting of the Planning Team to review the stretch goals, add/delete as needed, and decide upon the new fiscal year's marketing mission and focus, as determined by leadership.

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2. About a month into each semester, marketing will contact the Admin, AODL, and PDPE directors to ensure that what was determined in sections 5.3 and 5.4 (in theory) is being appropriately translated and applied to the College's marketing mission.
3. And of course, throughout the fiscal year, marketing will be working with all areas of the College to fulfill the items listed in Section 5.3.

Micro-Level

The College has put a couple of elements in place already, and more can be added as additional needs and/or concerns are identified. The first is Section 2.1, College Benchmarks. College leadership identified 20 potential benchmarks that they wish to use to determine success. Whenever appropriate, these benchmarks are identified throughout this plan. The second element is Section 2.2, Performance Measurement and Assessment. This section explores the four ways identified to gather, access, and measure marketing efforts.

2.1 College Benchmarks

The College of Continuing Education and Distance Learning staff has identified twenty (20) potential benchmarks to use in determining success. These benchmarks are:

1. **Average Participants per Course/Event:** The number of enrollments divided by the number of classes; 15 is a good benchmark.
2. **Promotion Costs:** They should be 10-15% of income.
3. **Average Courses/Events per Participant:** 1.5-2 is a good benchmark.
4. **Cancellation Rates of Old Courses:** The rate is found by dividing the number of "not new" cancelled courses/events by the number of "not new" courses/events offered; 10-12% is a good benchmark.
5. **Cancellation Rates of New Courses:** The rate is found by dividing the number of new cancelled courses/events by the number of new courses/events offered; 33-50% is a good benchmark.
6. **Average Cancellation Rates of Both Old and New Courses:** The rate is found by dividing the number of cancelled courses/events by the number of courses/events offered; 15% is a good benchmark.
7. **Repeat Rate:** The percentage of participants in your current session that have enrolled within the past year; 50-70% is a good benchmark.
8. **Average Fee per Registration:** This is the total income for a session or year divided by the number of enrollments.
9. **Instructor Salary:** It should be 40% or less of income.
10. **Average Income per Participant:** This differs by program but should strive for 2-3 times your average fee.
11. **Brochure to Participant Ratio:** This is the number of brochures it takes to get one registration or enrollment; find by dividing the total number of brochures distributed by the number of enrollments; a good benchmark is 40:1 to 125:1 depending upon the size of community.
12. **Percentage of Income Refunded:** This is found by dividing the total income refunded by the total income received.
13. **Staff Productivity:** Divide the income received by the number of full-time staff; \$125,000 or higher is a good benchmark.
14. **Income for Staff to Produce:** Each programmer should produce 12x his/her salary in an average community; 6x his/her salary in a rural community; 20x his/her salary in an urban community.
15. **Production Costs:** Should be 45-50% of income or less.
16. **Maximizing Course Capacity:** Utilizing the majority of a course's possibilities, given such elements as room capacity, student/teach ratio guidelines, and so on.
17. **Survey satisfaction Levels:** Service rating of 4+; quality rating of 4+.
18. **Operating Margin:** Should be 40-50% of income.
19. **Staffing Costs:** 20-30% of income, but the closer to 20% the better.
20. **New courses:** In a 12-month period, 20-30% of courses/events offered should be either new or reconfigured.

2.2 Performance Measurement and Assessment

Overview

This portion of the marketing plan will present the four ways identified to gather, access, and measure marketing efforts. These methods will help us to more accurately track our customer response rate from our marketing efforts. This information will benefit the marketing department by learning more about the targeted customer and the most effective and cost efficient marketing mix that promotes registrations. We will be using a standard code mix that is required entry when a registration is entered in Peopleware.

Incoming Phone Calls

Clerical Staff will begin to accurately log incoming calls. We want to 1) survey the customer on how they found out about us, 2) direct them to the website. Monthly reports will be given to the marketing director.

Peopleware Survey Form

The PDPE Peopleware Administrator will work with PDPE staff to create a form inside Peopleware. It would be tied to the registration process. Customers would be required to answer three or four questions inside Peopleware before being allowed to continue to the final page, which confirms the registration.

This will allow PDPE coordinators to capture the answers to these questions. Prompt each online registration 1) how did you hear about us, 2) how many times have your registered online 3) did you find the online registration efficient?

Onsite Surveys at PDPE Classes

PDPE coordinators will appear at the first day of classes for each of their workshops, programs, courses, etcetera. They will pass out and collect a survey, and they would capture those answers. Questions from the survey will include 1) how you heard about us, 2) is this your first time to take a continuing education course at MTSU, and 3) how did you register for the course?

Using the Current Marketing Request Form

Tracking our marketing efforts will be a joint effort between PDPE coordinators and the marketing coordinator. All course marketing efforts will be stored in a folder housed in the marketing department. The steps are as follows:

1. The Marketing Request Form should be filled out completely by the coordinator. The form should list each channel of marketing whether it is flyers, brochures, website, jointly split costs for newspaper article, e-zine, etc.
2. This form will then be discussed with the marketing coordinator. The marketing coordinator will take care of the marketing requests and file the form in a folder under a tab labeling the specific course.
3. After registration is completed and the course is closed, it is the responsibility of the PDPE coordinators to retrieve the peopleware registration breakdown for the course and have it filed in the folder with the Marketing Request Form.

Each year the course is offered the PDPE coordinator can review the marketing efforts and percentages of registrations from the prior year with the marketing coordinator. This in return will show us the most cost efficient and effective marketing channel for the course.

Standard Marketing Codes

The code consists of four characters: a capital letter, a dash, and a two-digit number.

Example: M-05 This code would tell us the particular registration was received by mail from the catalogue.

The Standard Marketing Codes are as follows:

Letter Designation:

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- I: Registration received from the web
- M: Registration received by mail
- P: Registration received by phone
- W: Registration received by walk-in
- X: Registration received by fax
- D: Registration received from a delivered site
- F: Registration received from on-campus mailing
- S: Registration received from on-campus mailing

Two-Digit Designation

- 01: Newspaper
- 02: Newspaper Article
- 03: Flyer, poster, brochure
- 05: Catalog
- 06: Radio
- 07: Special Event (list event)
- 08: Friend, work, instructor, word of mouth
- 09: Other (list explanation)

3.0 Situation Analysis

To meet the need of distance learning and continuing education in Rutherford County, the City of Murfreesboro, and the communities of middle Tennessee, the College of Continuing Education and Distance Learning offers a diverse and comprehensive package of courses and programs, all delivered in a variety of ways. Use this section of the report to learn about the market need, our SWOT characteristics, competition, and so on.

3.1 Market Summary

The College of Continuing Education and Distance Learning provides valuable distance learning options and continuing education experiences for the increasing variety of people and groups who need our products and services. The most typical profiles of those interested in our College offerings can be described by the following:

- A stay-at-home parent, wanting to start or finish a College degree through distance learning.
- Someone who works full-time, but wants to take a College course for credit at nights or on weekends, using online, telecourses, correspondence courses, evening school, and so on.
- A full-time employee who wants to expand his/her skill set and become more competitive in the workplace by taking a PDPE offering.
- A professional who is required to continually earn CEU credits as part of a professional development program.
- A regular, full- or part-time student who wishes to take a course in the summer in order to fill in a gap on his/her transcripts or get a head start on the next semester.
- Someone who simply wants to take a non-credit course for fun and self-enrichment, like ballroom dancing, a creative writing course, or motorcycle riding instruction.
- A high school student who wants to take a prep course, like the ACT, or who wants to take advantage of one of our other offerings.
- An employer who wants to hire professionals in our College to come in-house and create tailored programs and courses, items not readily available to others in the general public.

3.1.1 Market Demographics

Market Geographics—The College of Continuing Education and Distance Learning serves the middle Tennessee area with a total population in excess of 1,017,773 people in the counties of Rutherford, Bedford, Cannon, Wilson, Davidson, and Williamson. Rutherford County and the county seat of Murfreesboro, Tennessee is the location of MTSU, and our College's primary customer base tends to come from the area communities of Murfreesboro, Smyrna, LaVergne, Eagleville, Woodbury, Readyville, and so on.

Market Demographics—Rutherford County's population of 182,023 makes up 3.2% of the state's population of 5,689,283. This is an increase from the 1990 Census total of 2.4%. The median age is 31.2, and females slightly outnumber males in the county (Males per 100 females is 99.1) The largest age group in the county is the 25-44 bracket, with a total of 33.5%. The smallest is 65 and over with 7.5%. And the second largest is under 18, at 26.4%. According to the 2000 Census, the largest ethnicity is White at 80.2%, and at 16.4%, the second largest is African American. The per capita personal income is \$25,953, up from the 1990 Census total of \$17,033. Live births per 1,000 is 15.3, and 25.6% are to unmarried parents.

Adult & Post-Secondary Education: In Rutherford County, 81.8% of population has a highschool diploma (or Equivalent), and 22.9% has a bachelor's degree or better. MTSU is the only four-year university in the county. (There are 45 across the state.) And, there is one technology center. In 2000, statewide enrollments for all four-year Colleges and universities (public and private) were 152,185, and MTSU's enrollments from that total were 17,125.

Market Behaviors—The College of Continuing Education and Distance Learning continues to enjoy a positive perception within its customer base. Statistics and College records reveal that we build and create quality products students will participate in and thrive. The following items are a few indicators of how our students are behaving and reacting to our products and services:

- AODL enjoyed tremendous growth over the past five fiscal years (1999/2000-2003/2004) with 38,804 enrollees.
- Over the past five fiscal years (1999/2000-2003/2004), PDPE has enrolled nearly 16,000 students and issued over 24,000 CEUs.
- AODL Retained 77 percent of students in distance learning classes in Spring 2004.
- RODP graduates in Spring 2004 had an average score of 451 on the Academic Profile Exit Exam (higher than the 450 national average)
- 100 percent of respondents to the RODP alumni survey stated that they would recommend the program to others.
- RODP academic advisement was rated at a higher satisfaction level (83 percent) than the MTSU average of 66 percent.
- Bachelor of University Studies academic advisement was rated at a higher satisfaction level (90 percent) than the MTSU average of 66 percent.

Note: All county data taken from the 2000 United States Census.

3.1.2 Market Trends

As 2006 approaches, one of the most significant market trends involves workforce planning as local, county, city, state, and national employers lose large numbers of their senior employees as a result of the aging Baby Boomer population. As much as one-third of the supervisory staff is eligible for retirement in some federal agencies. A similar situation prevails in many states where the government sector has a growing segment of older workers and a dwindling cohort of younger workers. At all levels, the government workforce is older than that of the private sector.

At the national level, it is projected that as much as half of the 1.8 million federal civilian workforce will be eligible for early or regular retirement in the next few years, and the government will need to drastically change its recruiting processes if it wants to attract top workers. For one thing, the government has been notably poor at disseminating information about available jobs to the public. Also, the federal application process is in urgent need of fixing. It is not unusual for applicants to wait six months or longer to hear of their status.

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A proactive, engaged continuing education institution has an opportunity to create products and services for private, public, and governmental employers to help them through the transition of exiting/retiring the older generation and hiring the next generation of their workforce.

Additional Continuing Education Market Trends:

Diminishing financial support at all levels from local, state, and national government.

Half of higher education enrollments are part-time.

Women account for a majority of enrollments.

Fastest growing part-time group is age 35 and older.

Online corporate training is shifting to non-IT content.

Web-based corporate training is expected to accelerate.

3.1.3 Market Growth

Records spanning the past five fiscal years (1999/2000-2003/2004) show tremendous growth throughout our College, with progress made in both AODL and PDPE.

AODL

AODL has experienced tremendous growth over the past five fiscal years with a total of 38,804 enrollments spanning correspondence courses, telecourses, off-campus courses, online courses, videoconferencing courses, and courses offered as part of the Regents Online Degree Program (RODP). From 1999-2000 to 2000-2001, the numbers edged from 4,121 enrollments to 5,231. Then, they jumped up during the next period to 8,188. Enrollments increased again in 2002-2003 to 10,079 students. And in the latest fiscal year, enrollments capped out at 11,185.

Over the same fiscal year reporting period, enrollments for correspondence, online, and RODP courses enjoyed a great deal of growth; telecourses and off-campus courses experienced some decline over the past few fiscal years, but the totals remained high. And even though videoconferencing courses survived a four-year decline, the latest fiscal year enjoyed a resurgence of numbers and a rise in enrollments.

Over the past five fiscal years, online courses had 8,338 enrollments, correspondence courses had 13,245 enrollments, telecourses had 4,162 enrollments, 7,159 enrollments for our off-campus courses, and the videoconferencing facilities had 632 enrollments. And even though the RODP program is fairly new, it had 5,268 enrollments.

MTSU first offered online courses in the Fall semester of 1997, and in the Summer of 1999, the College of Continuing Education and Distance Learning enrolled six students. Since that time, online enrollment has exploded. By the end of that fiscal year, online enrollment had reached 342 for the fiscal year, and the total for the past five fiscal years is over eight thousand students.

PDPE

PDPE has enjoyed much growth throughout the past five years, enrolling nearly sixteen thousand students and issuing over twenty-four thousand CEUs spanning courses, workshops, and programs in such areas as business, government, education, medical and health services, and technology, and the creative and applied arts. From 1999-2000 to 2000-2001, the numbers edged from 2,645 enrollments to 2,961. Then, they jumped up during the next period to 3,280. Enrollments increased again in 2002-2003 to 3,890 students. And in the latest fiscal year, enrollments totaled 3,010.

Over the same reporting period, institutional enrollments ended on a positive note with a grand total of 15,891 for all five fiscal years. And 35,512.87 institutional CEUs were issued, as well.

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In addition, online registration has increased from approximately 1.4 percent to 9 percent with a projected increase to 20 percent by the end of the next fiscal year.

3.2 SWOT Analysis

The following outlines the most significant strengths and weaknesses to the College of Continuing Education and Distance Learning, and the opportunities and threats that exist in our environment. Our objective is to leverage our strengths to take advantage of the opportunities our market presents, develop those areas that are weaknesses, and devise contingency plans to address threats if those should become a reality.

3.2.1 Strengths

The following outlines key strengths of the College of Continuing Education and Distance Learning :

The Internet: Our Web site, www.mtsu.edu/learn, promises to be a significant technological solution for us in the areas of online registration, communication, and information delivery. The website has demonstrated the ability to provide more extensive and current information at reduced costs. We can reduce the need for printed materials, voice mail communication equipment, and staff payroll time.

University Reputation: Our College's is associated with MTSU and most people in the area have a positive image of the University. In addition, MTSU is the largest undergraduate college in the state. As a result, the University is very visible and the name is highly recognizable.

College Reputation: This College is considered to be a premier choice for adult and lifelong learners to further their education through our AODL & PDPE offerings.

Facilities Relationships: We depend on access to a wide assortment of facilities in order to carry out many aspects of this College. Close relationships with public schools and business facilities are an invaluable asset to the organization.

Professional Development: College personnel remain involved in such organizations as LERN, ACHE, and UCEA and consistently participate in workshops and conferences to improve their skills and help our organization stay current.

Marketing Efforts: The marketing operations take a careful, conscientious approach to all marketing pieces, ensuring a professional face is applied to all aspects of our College. And we implement marketing strategies that include a media mix of advertising, PSAs, and printed materials.

Commitment to Technology: All across the College, our personnel are working to ensure that the most appropriate tools, software, and hardware are used to help us carry out our mission. These efforts include such items as 1) a high tech, fully-functional PDPE computer lab; 2) appropriate videoconferencing and telecourse equipment and delivery methods; 3) current software applications; 4) and so on.

3.2.2 Weaknesses

Capital Requirements: The College of Continuing Education and Distance Learning continues to make impressive improvements in the management of financial resources. Additional funds are needed to maintain the quality of the experiences offered and meet future program demands.

Facilities: Our College is spread out over three buildings across campus.

PDPE-Portion of College Web Site: We need to redesign the College Web site to properly represent the PDPE portion of the College, allowing that group to more effectively promote and sell their programs, courses, and services.

Workforce Turnover: The College depends upon a variety of student workers to help support its mission. All of the students leave eventually within a few semesters, some sooner, taking their intellectual capital with them. This forces our personnel to be steadily recruiting and retraining employees.

3.2.3 Opportunities

The College of Continuing Education and Distance Learning competes for resources in a state with a significant number of universities and private companies who offer similar services and programs to ours. Based on this challenge, we must continue to demonstrate that we successfully offer a meaningful experience to participants, with short and long-term benefits, in a manner that effectively meets customers'/students' needs. The following summarizes potential opportunities, in terms of improving both internally among our College and externally to students and customers:

Geographic Serving Area Issues: Our College continues to be an organization that can attract attention and students from communities throughout Middle Tennessee, beyond Murfreesboro. Decisions regarding the serving area will impact financial requirements and potentially open new revenue opportunities. This growth strategy must be managed and orchestrated in a manner that will add strength to our College.

Program Expansion: Program expansion in both the AODL and PDPE areas also requires consideration and evaluation.

Increased Community Communication: Our College needs to continue to build and maintain strong relationships with local media and MTSU's News & Public Affairs Department to increase coverage of our courses, programs, and so on. One good way to do this would be the eventual creation of a community /conference facility, allowing our College to become a type of gateway to the community as different groups and organizations use our facilities.

Donor Base: With the arrival of a dedicated development officer, we will be able to developed a stable and loyal donor base from both private and corporate sources.

3.2.4 Threats (Challenges)

The major challenges that the College of Continuing Education and Distance Learning currently face include the following:

Competition: The on-going competition for education and training dollars from private institutions, University of Phoenix-type operations, and so on.

Marketing: Absorbing additional marketing duties with the same number of staff, equipment, resources, and so on.

Property Tax Changes: The impact of property tax modifications on the public school systems and its impact to higher education financials has not been determined. The precise ramifications of this measure may not be ever known, but all potential outcomes must be considered as plans are made from one fiscal year to another.

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State Funding of Higher Education: The State of Tennessee's inconsistent and unpredictable investment and commitment to higher education will continue to be a challenge for our College as we attempt to determine an accurate budget each fiscal year.

Alternative Programs from MTSU Sources: Other Colleges, departments, and areas within MTSU offering similar programs, courses, etcetera are a threat to our College. The threat is compounded when some of the people in those areas start with our College, and once trained, leave us with our intellectual capital.

Student Loans & Scholarships: The inability of students to receive student loans and scholarships for non-credit offerings is an on-going challenge for our College, especially for non-credit big ticket items.

3.3 Competition

The core of our major competitors exist within two educational groups in Tennessee: The Tennessee Board of Regents (TBR) and the University of Tennessee: Center for Industrial Services (UTCIS). TBR alone comprises 19 Colleges and community Colleges, and it governs 27 Tennessee Technology Centers.

With half of our College focusing on virtual/off-site education methods (online, correspondence, telecourse, etc) and the other half on adult and continued education (PDPE), we do not compete for undergraduate and graduate students in the same way as our parent universities. A student may choose one TBR school over another for virtual and continued education for any number of reasons that may or may not be under our control, as a provider. Credits do transfer easily from school to school, and the anytime/anywhere aspect of our offerings puts the emphasis on the course, versus the school.

Our correspondence program is an example of no competition within TBR. We are the only College and university within TBR who offers courses through the United States mail as correspondence study. That being said, the UT system has an extensive correspondence study program.

Sometimes, a student could not register for a course through our College and university by accident. An example of this is the Regents Online Continuing Education program. If a student signs up for a ROCE program via the Internet and does not pay close attention during the process, he or she could actually be taking the course through another school and not realize it. This may change as the ROCE program upgrades its online registration system.

Competitors can include, but are not limited to, such organizations as:

- TBR & UTCIS
- Faculty within MTSU's Colleges providing courses and programs similar to our offerings.
- Companies performing internal training, such as Bridgestone, Nissan, Saturn, and so on.
- Technology training companies, like Sylvan Learning Centers, New Horizons, Renaissance Center, etcetera.
- Private Universities, particularly those who offer accelerated degrees, like Pheonix, Bethel, and so on.

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3.4 Services and Products

The College of Continuing Education and Distance Learning is the community service arm of MTSU, providing academic outreach, lifelong learning opportunities, and workforce training and evaluation for middle Tennessee residents and their employers. Use this portion of the marketing plan to discover our College's services and products.

3.4.1 AODL

Distance learning occurs when there is a physical separation of the teacher and learner and when communication and instruction takes place through, or are supported by, any technological means such as telephone, radio, television, computer, satellite delivery, interactive video, or any combination of present and future telecommunication technologies. The AODL portion of our College offers instruction for credit hour through the following methods: correspondence, online, telecourse, videoconferencing, off-campus, evening school, RODP, and the BUS degree.

Fall 2005 Registration Fees (Per Semester Hour)

Undergraduate Fee for Freshmen/Sophomore/Junior: \$225 (In-state Residents) & \$593 (Out-of-State Residents).

Undergraduate Fee for Senior: \$221 (In-state Residents) & \$589 (Out-of-State Residents).

Graduate Fee: \$312 (In-state Residents) & \$680 (Out-of-State Residents).

Note: Please note that prices do flux each Fall.

Correspondence Courses

Correspondence courses involve individual, independent instruction of a student by an instructor on a one-to-one basis in the form of written material. Students are required to complete written assignments throughout the semester (about 10-15 total). Interaction and feedback may be through postal mail, e-mail, FAX, or some other electronic technology.

Correspondence Courses Market: These courses are designed to accommodate many students with several different schedules and lifestyles. They are developed for students such as: 1) the stay-at-home parent who wishes to continue his or her education; 2) for the regular 8 to 5 working person who is too tired to come to class after a long day at the office; and 3) for the traditional College student who wishes to decide his or her own class and study time.

Online Courses

Online courses are taught primarily over the internet using WebCT and are accessed through PipelineMT through MTSU's home page. MTSU offers a Bachelor of Science completion program for Registered Nurses online. In addition, through the Regents Online Degree Program, MTSU offers a Bachelor of Science in Professional Studies (with concentrations in Organizational Leadership or Information Technology) and a Bachelor of Science in Liberal Studies. Also, MTSU offers a variety of online courses in various disciplines. Please refer to our course listing for information on MTSU online course offerings as well as MTSU distance learning courses via correspondence, videoconferencing and telecourses.

Online Courses Market: Those interested in taking our online courses include, but are not limited to, the following types of students: 1) Every group listed in the Correspondence Courses Market; 2) nurses with two year degrees, looking to earn a bachelor's degree online; and 3) those in the workforce who may have had some College and are looking to complete their transcripts using online courses and earn one of our online degrees.

Telecourses

Telecourses are delivered via cable television or videotape instead of through classroom lectures. These courses offer students the option to enroll in undergraduate credit courses without attending classes on campus. Students follow a detailed syllabus and list of assignments, which are completed and mailed to campus. The instructor grades and returns

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assignments and corresponds with students via email, phone, fax, the Internet or by US Mail.

Telecourses Market: Every group listed in the Correspondence Courses Market

Videoconferencing Courses

Videoconferencing is a technology that condenses auditory and visual signals so they can be sent over fiber optic, T1, or other telephone lines (ISDN & T1) to sites that have specialized equipment. The College currently offers service to off-campus sites in the following locations: Columbia, TN; Franklin, TN; Spring Hill, TN; and Tullahoma, TN. A videoconferencing course is taught from the main MTSU campus in Murfreesboro, TN and is transmitted "live" to one or more distant sites. The instructor and students interact with each other through television cameras, television monitors, and microphones to enable real-time interaction between sites.

Videoconferencing Courses Market: Every group listed in the Correspondence Courses Market.

Off-Campus Courses

Our College offers undergraduate and graduate off-campus courses to students living in the Middle Tennessee region. We currently offers courses at sites in the following cities: Clifton, TN; Lebanon, TN; Lyles, TN; Columbia, TN; Franklin, TN; Lawrenceburg, TN; Shelbyville, TN; Spring Hill, TN; Smyrna, TN and Tullahoma, TN. MTSU offers the Bachelor of Science Interdisciplinary Major at Columbia State Community College and the Master's of Education degree at several off-campus sites.

Off-Campus Courses Market: Those interested in taking our off-campus courses include, but are not limited to, the following types of students: 1) Every group listed in the Correspondence Courses Market; 2) individuals who want to earn the Bachelor of Science Interdisciplinary Major; and 3) those who want to earn a Master's of Education degree.

Evening School

Through our College, MTSU offers undergraduate and graduate courses in the evening for students living in the Middle Tennessee region who cannot access the campus during the day. Several degrees are offered that students may complete by attending classes after 4:30 p.m. We staff an Evening School Office on campus to serve students who enroll in evening classes. The office is open extended hours during the week and Saturdays. Evening students can take advantage of the services offered including picking up parking permits, student IDs, and schedule books.

Available Evening School Degrees Include: B.S., M.A., Ph.D., M.B.A., B.B.A, Ed.S.

Evening School Market: Every group listed in the Correspondence Courses Market.

Regents Online Degree Program (RODP) Courses

MTSU is a participating institution with the Regents Online Degree Program. Courses completed in the program will be entirely online. RODP brings College to students-at-home, the library, the office, or on the road. Anytime of the day or night. No commuting. RODP courses are designed for a 12 week semester-in an interactive, asynchronous format. These courses contain the same content and rigor as courses on campus. Student services such as advising, library services, student support, bookstore, and other forms of student assistance are offered through online delivery.

RODP Undergraduate Degrees Available are:

- Bachelor of Science in Professional Studies (Concentration in Organizational Leadership or Concentration in Information Technology)
- Bachelor of Science in Liberal Studies
- M.Ed. & Teacher Licensure programs, as well as MSN

RODP Market: Those interested in participating in the RODP program include, but are not limited to, the following types of students: 1) Every group listed in the Correspondence Courses Market; 2) Anyone who wants to earn the Bachelor of Science in Professional Studies; and 3) Anyone who wants to earn the Bachelor of Science in Liberal Studies.

Fall 2005 RODP Fee Notice: RODP courses are charged per hour and viewed separately from MTSU courses so as not

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to mix with the full-time cap applicable to MTSU courses. Fall 2005 Registration Fees (Per Semester Hour)

- Undergraduate Student: \$206 (In-state Residents) & \$574 (Out-of-State Residents).
- Graduate Student: \$297 (In-state Residents) & \$665 (Out-of-State Residents).

Bachelor of University Studies (BUS) Degree

The BUS degree is an alternative, four-year degree for students choosing to pursue a broad-based educational experience. This program offers flexible course scheduling and may be particularly appropriate for students with prior credits that can be applied to a four-year degree. The Bachelor of University Studies is not designed to provide training in a particular vocation or area of specialization.

BUS Market: Those students who may not be ready to commit to a single career, discipline-specific program, or particular vocational or professional job opportunity. And those students with prior College experience who never finished but need to earn a degree now for personal or professional reasons.

3.4.2 PDPE

Professional Development & Personal Enrichment (PDPE) extends continuing education services and programming resources to address the lifelong learning needs of its students. PDPE's mission remains constant -- to provide educational opportunities to non-traditional students with opportunities spanning professional development, career services, conference planning, senior studies, computer training, and personal enrichment, as well as activities for children, youth, and teens.

Pricing of PDPE Offerings: Due to the nature of what PDPE offers, standard across-the-board pricing does not exist. A student could expect to pay as little as \$40 for a two hour workshop or \$3750 for a full-blown certificate program lasting several semesters.

PDPE courses, workshops, certificates, conferences, and events tend to fall within one of five possible categories: Professional Development, Medical and Health, Computer Technology, Online Courses, and Personal Enrichment.

The market for PDPE courses will vary widely from course to course. Sometimes a student will enroll to learn a practical skill, like motorcycle riding or ballroom dancing. And other times, students will enroll in PDPE courses to earn valuable CEUs and formal Certificates, both used to encourage advancement in the workplace.

Professional Development

Professional Development offerings can include, but are not limited to, such items as: SHRM Learning System, Certificate in Human Resource Management, Tennessee Business Tax Seminar, Six Sigma Green Belt Certification, Occupational Safety and Health Courses, Certified Quality Engineer Refresher Course, LEAN Manufacturing Certification Seminar, and so on.

Medical and Health

Medical and Health offerings can include, but are not limited to, such items as: Holistic Institute for Health (Massage Therapy), CPR for Health Care Providers, Basic EMT IV, LEAN Health Care, and so on.

Computer Technology

Computer Technology offerings can include, but are not limited to, such items as: Very Beginning Computing, Microsoft Office Specialist (MOS) Certification, MS Office (Word, Access, Excel, PowerPoint), Computing for Small Business, Web Developer Certification, HTML 4.0, MS FrontPage, JavaScript Programming, Dreamweaver, Living Online, IC3 Certification, and so on.

Online Courses

The PDPE Online course offerings all fall within one of the four following groups:

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Education to Go: Find it difficult to take time away from work and family to attend school? One of the primary advantages of Education to Go is that students can "attend" class in the comfort and convenience of their homes or offices. Separate sessions start in May, June, July, August, September, October, November, and December, allowing students a great degree of flexibility in scheduling.

Gatlin Education Services (GES): This method contains online education courses that are designed to provide the workforce skills necessary to acquire professional-caliber positions for many in-demand occupations. GES offers over 40 online certificate programs in the allied health, computer-internet, business, technical and construction industries.

Regents Online Continuing Education (ROCE): ROCE offers an extensive continuing education- program in a nontraditional method for adults 18 or older regardless of educational background. Continuing education courses are designed to meet the demanding schedules of the workforce. ROCE offers programs to upgrade skills, improve economic performance in organizations and industries, and provide personal enrichment courses for those who wish to obtain knowledge and learn new skills.

Dearborn Real Estate Courses: These classes are online real estate courses that are approved by the state of Tennessee for continuing education. The state requires 16 hours of continuing education every two (2) years starting with the second renewal and every renewal thereafter. Use these courses to fulfill these requirements.

Personal Enrichment

Personal Enrichment offerings can include, but are not limited to, such items as: The Writer's Loft, Ballroom Dancing, ACT Prep, Summer Youth University, Spanish for Construction Workplace Professionals, Motorcycle Rider Courses, Beginning Hindi, and so on.

Additional Offerings

In addition to the standard offerings available through PDPE, our personnel create one-of-a-kind training opportunities for private and public companies using the following: 1) Custom Designed Classes; 2) Workforce Development and Corporate Training; and 3) AchieveGlobal.

3.4.3 Summer School

The mission of the University's Summer School is to satisfy students' needs by increasing summer academic course offerings; to establish Summer School as an academically integrated and financially viable entity of MTSU; and to provide opportunities for innovative and experimental programs and activities that fulfill University aims.

The role of the Summer School Office is to provide central administrative oversight for MTSU's Summer School by establishing and supporting conditions that ensure the success of University-wide summer sessions programming. We are committed to providing a broad range of summer course offerings for both graduate and undergraduate students. These summer offerings augment regular term offerings and provide the opportunity for year-round schooling for those students who have the need or desire.

Tracking School School from Summer 2000 to Summer 2004 shows steady growth in all measurable areas.

Over the five summers, head count increased from 8,108 to 9,027; FTE (full-time equivalences) increased from 3,638.48 to 4,051.19; and SCH (student credit hours) increased from 51,891 to 57,475.

3.5 Keys to Success

Long-Range strategic marketing strategies at the College of Continuing Education and Distance Learning include:

The production of accurate, timely, well-designed and targeted promotional pieces. This includes graphic unity and consistency for all printed pieces; College and University branding; proper logo usage; attention to detail in both copy and design for all publications; adequate proofing and review process; and strict attention to printing standards.

Use of materials, vendors, staff, and support services in a cost-sensitive way that maximized effectiveness and minimizes unnecessary expenditures, waste, and overruns.

Research and resourcefulness and placement of promotional materials, press kits, course catalogs, and advertisements.

Complete tracking and evaluation of all marketing efforts.

Communication with university faculty and staff regarding on-going needs, new ideas, and new markets, as well as with the university community and general public.

Expand into new areas throughout Middle Tennessee that desire access to our offerings.

Work with development officer to develop a donor base and corporate contributions.

3.5.1 Advisory Board

Our College's Advisory Board continues to be a key part of our long-range marketing strategy. The Board's purpose is to act as ambassador for our College, and it promotes programs and services that facilitate our mission of extending the resources of the University to enhance quality of life in our community, the region, and beyond. The Board has anywhere from 12 to 15 members each semester, with members rotating on and off at regular intervals.

The Advisory Board works in conjunction with the College's marketing personnel and development officer to support this College in planning fund raising campaigns by working with personnel to determine needs and communicating them, alerting the College to leads; and applying for grants each semester.

3.6 Critical Issues

A business or organization can fall into one of the following four categories: ideal, speculative, mature, or troubled. I would place our College in the category of Ideal, high in major opportunities and low in major threats has great promise for success. Our strengths are impressive. And our weaknesses are identified, but few. We have a chance to experience large returns on our efforts if we can exploit market share and are not negatively impacted by the alternative programs in our market. We are well positioned in the market. But like all organizations, we have critical issues to keep in mind. Some of these are as follows:

- Continuing to offer programs that are perceived to be positive, enriching, and affordable compared to the alternatives in our area.
- Attract participants on a return basis.
- Be perceived by public as a valuable resource that complements other aspects of his/her academic experiences.

4.0 Visibility, Registrations, Partnerships, & Profit Margin

One of the purposes of this plan is to explore ideas and identify specific items that could contribute to four key areas of interest to the College of Continuing Education and Distance Learning : 1) increased visibility, 2) increased registrations, 3) increased Partnerships, and 4) increased profit margin.

The items and ideas recorded throughout this portion of the plan are College-wide in Nature and not intended to apply to one specific portion of the College. Instead, items are included to present the full spectrum of marketing possibilities, as identified by the Planning Team at this point in time. Directors should use these items as a starting point for future marketing.

4.1 Increase Visibility

Overview

There are so many different ways for a company to make its products and services visible. It can create a brochure, sponsor events on campus, set up a booth at trade shows, and so on. Use this section of the plan to discover ideas in this area.

New Events

- Offer free, introductory mini-courses to the general public to introduce them to your institution.
- Offer a free seminar on adults returning to College. Do it in collaboration with your local community College.
- Conduct open house to demonstrate and display the latest programs, products, and offerings.
- Attend Booths at Trade shows. LERN had some ideas on this. At Trade Shows, always include a drawing or a give-away. For instance, the University of Missouri had a stuffed tiger, their mascot, and it lured the attendees into the booth, plus the candy bowl contained a great assortment of sweets for all booth visitors. Value of stuffed tiger: \$45. Attendees were parents, grandparents, aunts/uncles, etc. of children who would love to take a present home with them for a family child. On the drawing form, they included all contact information and at the end, they included a check box with a very simple direct question: "Is your organization in need of any meeting planning services?" One point of discussion is the quality of our display. It is basically an old fashion, older pegboard. It looks okay, but certainly, there's not a lot of "Wow Factor" there.

New Products

- Prepare press kits and releases and invite the media to attend class sessions or attend speaker sessions. (Note: The College is sort of doing this with the new approach to the annual report.)
- Use post-it notes with your program information imprinted in the margins. They are usable but continually remind people of your program and make impressive marketing collateral.
- Publish a history of your organization, distribute it widely, and use it as part of employee orientation. (Note: The College does this with the 40-year document.)
- Develop a simple marketing piece to send to churches in the area. It could list one or two classes that might be of interest to members of their congregations, i.e., parenting seminars, communication seminars, classes for seniors and classes for children.
- Use fax cover sheets for promotional messages about upcoming conferences/services. Have several fax sheets to choose from for different audiences.
- Team up with others on campus who have similar target audiences. Prepare a pamphlet highlighting your services and share the production costs.
- Make up a simple, but attractive one-page calendar and send it to each department head/chair and the university administration.
- Create a brochure, handout, or Web page that includes vital statistics about the continuing education unit (staff names and areas of responsibility/phone/fax/e-mail; services provided, typical calendar of events, recommended timeline for planning, etc.)
- Prepare specialty items with the College's name and phone number, and distribute at no charge to other academic units.
- Reprint any advertising as posters for external and internal posting. (Note: We've started to do this with the

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new approach to the annual report. We are reprinting a variety of newspaper adverts in the report. If we like the way the page/concept turns out, this could evolve into a poster.)

- Have a 18" x 24" poster made of the cover of a brochure that we could display at a luncheon with members of the target audience. It would draw attention and interest. The posters would be conversation pieces for the remainder of the event.
- A poster for the PDPE area, much like the one done for AODL and The Writer's Loft. Their philosophy would be that less is more, in terms of the text and elements on the poster.
- Special Brochure for Workforce Development. The product would focus on those things that PDPE could do for companies: workshops, seminars, training. This would be one nice brochure. At least two-color. The audience would be both MTSU/internal and external.
- Special Brochure for Conference Planning. The audience would be both MTSU/internal and external.
- Billboard. PDPE really liked the idea of doing a large billboard, with a simple message, like "Contact Us for Your Industry Training Needs."
- Cable Television. PDPE seemed to like the idea of having an advertisement appear in the middle of the night on one of the cable television channels. We didn't identify any specific channel or topic. It was just one of the ideas thrown out there.

Internal Opportunities to Increase Visibility

- The Annual Report. In addition to recapping what happened in the previous year, each section (PDPE & AODL) could have a special page highlighting what's to come in the new fiscal year.
- AODL Fall Catalog
- AODL Spring Catalog
- PDPE Fall Catalog
- PDPE Spring Catalog
- PDPE Summer Catalog
- Individual Brochures: AODL brochures could have a panel that promotes PDPE selling points/products and PDPE brochures could have a panel that promotes AODL selling points and products.

On-Campus Visibility Opportunities

- WMOT Radio Public Service Announcements. Usually, the College meets with John Eagly (WMOT contact and communications professor) and a communications class each semester. Every other semester, we focus on AODL or PDPE. Perhaps for the Fall 2005 semester, we can put a different spin on this. What? Well, that's for the planning team to discuss. Perhaps an idea would be to do a PSA on the new PDPE online registration option.
- WMOT Radio Show/Promo. As part of The Writer's Loft, the WMOT news director contacts the College from time to time to do a little radio promo spot on the program. He does this because he is a Loft mentor. If the College is doing something that is newsworthy from a journalism point of view, then perhaps the coordinator could contact the news director and see if he will create a little promo/show for it. This isn't guaranteed, but it is a possibility.
- Market to your faculty and instructors. They hear ideas for new programs (needs) when they are present. You want them to look on you favorably and bring ideas to you.
- Have communications office put something on the back cover of the Alumni magazine which says "Come Home to MTSU" and then talk about the ideal setting of their alma mater as a conference site.
- Have Suma put something in the school magazine about CEDL.
- Work with the Alumni Department to promote the CEDL through its mediums and venues.

New, Unusual Ways to Increase Visibility

- Coupons on the back of Kroger receipts. The receipt has coupons printed on the reverse-side. Different Krogers have different prices, but the average price is \$150 a month, with a three-month minimum. So, that's \$450. Each store has no more than 15 adverts. So, our advert would appear once in every cycle of 15. This has potential at all levels (College-wide, PDPE, AODL, and even course-specific advertising.)
- ValuPak Coupon. This is a small package of coupons that most consumers receive at home, unsolicited. They simply arrive. The range of adverts is a one-sided advert to a two-sided glossy. Until the company knows the frequency and type of our advert, it's hard to nail down an exact price, BUT \$400 per area is workable and realistic. Each area has 10,000 households. Murfreesboro has two areas, North and South. Nashville has 19 areas. As far north as Hendersonville. As far south as Thompson Station. As far west as Belle Meade, Green Hills, and so on. The paks are mailed out monthly.

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- ADVO Direct Mailing. Unlike ValuPak, these small rectangle cards are sent out individually. The mailings go out through the U.S. post office. We can send to a certain zip code or go deeper to a particular mail carrier route. They usually deal with large mailings.
- Advertise on MTA buses. Most expensive scenario. King Size Poster. 30 inches x 144 inches. 10 or more buses. Three month rate: \$221 each per month. \$6,630 for three months. Rental of the space only. They don't make the signs. Need to ballpark about \$200 per sign. Additional \$2,000 for the sign. Signs on back of buses. 21 inches x 72 inches tall. Ten signs for three months. \$146 each. \$4,380 for three months. Plus \$150 per sign x 10 signs.
- Participation in the American Heart Association's annual HeartWalk campaign. Conducting our yearly online auction is an excellent way to increase visibility both internally and externally.
- Welcome Wagon: This is a booklet with coupons and advertisements for various companies. It only goes to new homeowners. Once space purchased, it's exclusive to MTSU. No other training/educational company would purchase space. Cost varies from area to area, but one area would cost about \$3,500.00. Welcome Wagon product would also provide us with names and mailing addresses of all new homebuyers who receive the address book. We could offer a "coupon" for a free introductory PDPE course.
- Advertise on the back of Tractor-Trailers: Fast Lane Transit Advertising is a Portland, Tennessee-based company. This is a new company with no customers as of the Summer of 2005, but company President Sean Clem met with CEDL marketing and talked about his product. All adverts are 4-color. Advertise on the side of a truck for \$2,193 standard setup fee, much like having a billboard advert. And then there is the monthly price of \$650, bringing the initial charge to \$2,800. Then, for each month after that, the price is just \$650. Advertising on the rear door of a tractor-trailer is much cheaper. The standard start up fee is \$570, and the monthly charge of \$250 brings the first payment to \$820. After that, the monthly fee is \$250.

Grass Roots Approach to Visibility

- A LERN Approach. Instead of mailing blindly, have your catalogs and brochures delivered to malls, banks, Laundromats, post offices, anywhere people wait. The cost per piece delivered is considerably less than the mailing cost per piece.
- Another Approach. The Nashville Business Journal produces a Book of Lists each year, the Top 25 of nearly Everything. This gives you the names, addresses, and Web sites for specialized audiences. Send mailings to this specific sub-group.

Additional Ideas for Increased Visibility

- Use a well-known local artist's work for catalog covers. Doing so promotes the arts in the community, people tend to hang on to such covers-and sometimes even frame them.
- Send copies of your course bulletin to Chambers of Commerce and local Visitor Information Centers (both credit and non-credit as well as professional development opportunities.)
- Check to see if catalogs can be placed at the formal Tennessee Welcome Centers, located at the state lines of most interstates coming into Tennessee. Not sure if this will generate direct registrations, but it will help at a macro level of making people aware of us.

Visibility Benchmarks

The appearance of the following benchmarks could be a sign that the College is accomplishing its visibility goals:

1) average participants per course; 2) average courses or events per participant; 3) repeat rate; and 4) staff productivity.

4.2 Increase Registrations

Overview

This portion of the report contains ideas for products and activities that could help the College increase its registrations.

New Products

- Post cards. PDPE indicated that they send out about seven post cards a year. They see post cards as an essential element of their marketing since LERN recommends that you hit your market in three different ways for each program. What they want is to increase the size from the smallest size to a 4x6 or 5x8.
- In-House Flyers. This is done a bit, using the new paper/letterhead. They do about 12 a year. For what it is, this product continues to work well.
- Special Brochure for Online Opportunities. The focus would be all things PDPE Online: ed2go, Gatlin online, Music Industry online course, etc. This would be one nice brochure. At least two-color. The audience would be both MTSU/internal and external.
- Special Brochure for Computer Course/Training Opportunities. The audience would be both MTSU/internal and external.
- Promote, more, the exam prep-portion of PDPE with newspaper adverts, more individual flyers, and so on.
- SYU. PDPE said they are happy with the primary marketing piece (brochure) for SYU. One idea was to supplement this with a newspaper advert or two.

On-Campus Registration Opportunities

- Offer scholarships and/or free passes to university employees.
- Advertise in the student newspaper. LERN recommends this approach. A full-page advert is about \$550. Half page is about \$260.
- Work with News & Public Affairs to always have CEDL items listed in the calendar of events in The Record. And identify people in the College to write columns for The Record.
- Work with News & Public Affairs to always have CEDL items listed in the calendar of events in The Alumni Record. And identify people in the College to write columns for The Alumni Record.
- MTSU Channel 9. The College could work with the Channel 9 staff/contacts to come up with some sort of way to get information out via Channel 9 on a regular basis.

Increasing Registration Using Databases

Purchasing Mailing Lists/Databases. PDPE indicated that they would like to purchase some mailing lists. They didn't have any sort of specific number or types of lists. This was more of a general, high-level desire. One coordinator mentioned that the mailing list for the American Society for Quality charges \$1,200 for a list of 6,000 names, and this is a one-time use list. Based upon that list, PDPE said that it would be happy with a budget of \$2,000 per coordinator. So, they would need \$8,000 to get almost two lists each.

AODL indicated that the Welcome Wagon route would be an good way to expand our database. The Welcome Wagon program includes a database of names and addresses of new homeowners in a specific geographic area. Prices range from about \$2,500-\$3,000, containing approximately 800-1200 families a year.

Registration Benchmarks

Benchmarks could include: 1) average participants per course; 2) repeat rate; 3) average fee per registration; 4) average income per participant; 5) brochure to participant ratio; and 6) staff productivity.

4.3 Increase Partnerships

Specific Items with Partnership Consequences

- Sponsor something, like highway adoption, little league baseball teams, and so on. Our online auction conducted as part of the AHA HeartWalk is a good example of something we are doing.
- "Hire" interns. Costs you no money, they get academic credit. Some of the best press releases can come from interns. This idea is directly related to the PDPE idea of having an on-call contract designer. In addition to having the extra help, a relationship is being formed between the College and the organization providing the workers.
- Offer incentives to students for referring other students & employees. This is a win/win for everyone.
- Don't overlook your faculty. Give them shirts embroidered with your logo or some visible recognition for others to see.
- Offer a free seminar on adults returning to College. Do it in collaboration with your local community College.
- Develop a simple marketing piece to send to churches in the area. It could list one or two classes that might be of interest to members of their congregations, i.e., parenting seminars, communication seminars, classes for seniors and classes for children. And in return, the College could offer a modest discount to church members.
- Team up with others on campus who have similar target audiences. Prepare a pamphlet highlighting your services and share the production costs.
- WMOT Radio Public Service Announcements. Usually, I meet with John Eagly and a communications class each semester. Every other semester, we focus on AODL or PDPE. Perhaps for the Fall 2005 semester, we can put a different spin on this. What? Well, that's for the planning team to discuss. Perhaps an idea would be to do a PSA on the new PDPE online registration option.

Partnership Benchmarks

Potential Partnership Benchmarks: 1) production costs; 2) promotion costs; and 3) instructor salary.

4.4 Increase Profit Margin

With motivated team members, the College can accomplish two of its goals. It can increase visibility and increase registrations. But the most important goal, that of increased profit margin, is bound to the individual team member(s) and how effective he or she is at running courses. Reviewing the benchmarks, it is easy to see that every one of the benchmarks could have an impact upon the profit margin. These are:

1) average participants per course/event; 2) promotion costs; 3) average courses/events per participant; 4) cancellation rates of old courses; 5) cancellation rates of new courses; 6) average cancellation rates of both old and new courses; 7) repeat rate; 8) average fee per registration; 9) instructor salary; 10) average income per participant; 11) brochure to participant ratio; 12) percentage of income refunded; 13) staff productivity; 14) income for staff to produce; 15) production costs; 16) maximum course capacity; 17) survey satisfaction levels; 18) operating margin; 19) staff costs; and 20) new course.

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5.0 Marketing Strategy

The College of Continuing Education and Distance Learning's marketing strategy attempts to successfully communicate the unique value the our programs offer participants. Programs are in place to simultaneously serve the needs of distance learners, lifelong learners, and summer school students. The 2005-2006 fiscal year strategy will focus on our rebranding and educating the public about our new College name. And the stretch goals will take us up through 2010. Use the information in this portion of the plan to learn the details on our marketing strategy.

5.1 Mission

The College of Continuing Education and Distance Learning at Middle Tennessee State University extends the University's resources through partnerships, outreach, and distance learning to provide high quality educational opportunities for lifelong learners.

The College plays an integral role in meeting the goals of the University by offering excellence in academic, personal enrichment, and professional programs. These programs serve diverse populations, enhance the quality of life and economic development, and allow stakeholders to reach their educational objectives and cultural and social goals, helping them compete economically.

5.2 Marketing Objectives

The objective is to provide the best possible customer support to all personnel and areas within the College of Continuing Education and Distance Learning, given available time, resources, and personnel. A positive, constructive, and meaningful experience is the sought-after result of all marketing decisions and actions. In addition to needed operational support, additional marketing objectives are outlined in detail in the College's Academic Master Plan and the job description for the coordinator of marketing and development. Both documents are maintained and current, and they can be consulted for additional information and specifics.

5.3 2005-2006 Fiscal Year Marketing Focus

For FY2005-2006, the Planning Team decided that the College would focus on two areas of the plan: increased visibility and increased registrations. No special marketing was indicated for the PDPE area, but AODL will conduct a marketing blitz. The marketing spending at the College-Wide level includes the following two items:

The expenses associated with the branding impact of changing from a College to a College. In addition to direct expenses associated with rebranding (i.e.: new business cards, updated brochures, etcetera), some promotional expenses could apply if the College decides to proactively announce the change.

2005-2006 Rebranding Items and Costs

The products listed in this section of the report indicate the impact of changing from a College to a College. In addition, a reorder of material would be needed to have materials on hand for the proposed open house.

Digital Branding Impact

College Web Site: Phase I: Update to reflect new name, new logo, etc., all throughout the site. To be done over the 2005 Christmas break by Sylvia of DigiDivide.com. Phase II to be a redesign of the entire site and a reworking of the navigation to properly include PDPE-portion of the College. Sylvia estimates total for both phases to be approximately \$4,000.

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College-Wide Products

40-Year History Document (11x17 white coated, printed on both sides, folded to 8.5 x 11 booklet): \$929.39 for 500 qty

College Poster: Pubs Fee: \$60. Film for Printing: \$102. Printing cost for 500: \$193.82.

Name Tags: \$11.65 x 27 full-time employees: \$314.55

Business Cards: \$25.00 x 27 full-time employees: \$675.00

Generic College Business card: \$25.00

New College Logo: \$200-\$400

College Letterhead (Fairview phone number and generic address): \$2.80 Pubs fee. \$25.00 for 500 qty., \$35.00 for 1000 qty. A second ink color increases the price by \$14.00 per 1000, plus a one time charge of \$14.00 for changing inks. To print a single color other than black, add \$14.00 to the order.

College letterhead (CAB119 address and phone number): \$2.80 Pubs fee. \$25.00 for 500 qty., \$35.00 for 1000 qty. A second ink color increases the price by \$14.00 per 1000, plus a one time charge of \$14.00 for changing inks. To print a single color other than black, add \$14.00 to the order.

College Envelope with window: \$2.80 Pubs fee. \$30.00 for 500 qty.

College Envelope without window/Standard Envelope: \$2.80 Pubs fee. \$25.00 for 500 qty.

College Envelope without window/Standard Envelope: \$2.80 Pubs fee. \$25.00 for 500 qty. (Note: This is the same product as the previously mentioned one. The difference is that this one only has "Division of Continuing Studies" versus the full name. We may want to just delete this repetitive product.)

Registration Forms (two per sheet): \$2.80 Pubs fee. \$25.00 for 500 qty.

Oversized Mailer Envelope: 10 x 13 white envelope, black ink only. \$88.88 for 500 qty

Small mailing sticker: 4 up on 8.5 x 11 self adhesive stock, black ink only: \$54.06 for 500 qty

College Glossy Folder: Pocket folder w/business card slot, white laminated cover, blue ink: \$1100.00 for 2000 qty

5.4 2005-2010 Stretch Goals

Admin

Hire a full-time grant writer and apply for (at least) 10 grants a year.

Acquire or build a permanent building on or near MTSU campus to house all College personnel and areas, including a fully-functional high tech videoconference area.

Expand the part-time development officer position to a full-time position.

AODL

Develop and offer a full-accelerated degree program on MTSU's campus.

PDPE

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Hire a full-time employee dedicated to graphic design and to the production of such products as brochures, journals, catalogs, and so on.

Develop a modest printing operation in the PDPE computer lab, including gear that will allow for short printing runs in black-n-white, two-color, and four-color.

Hire a full-time employee dedicated exclusively to PDPE technology and Web work.

5.5 Financial Objectives

Begin raising funds and assets from sources including donations, contributions, special events, gifts-in-kind, and grants.

Accomplish marketing goals within the budgets allocated by AODL, PDPE, and ADMIN.

Work toward goal of having PDPE become financially self-supporting.

Begin raising monies by streamlining internal operations and allowing ourselves to (at least) maintain status quo operations without the need for significant increases in investment.

Recurring Funding Priorities

- Administration Operations: \$15,000
- AODL SMARTHINKING Contract for 2006: \$15,000
- AODL Extra compensation for off-campus faculty: \$10,000

5.6 Target Markets & Positioning

The target markets for the College of Continuing Education and Distance Learning differs widely, depending upon the area of the College under discussion.

For example, much of the market for AODL products and services will have already had some College credits, while it is not out of the question for a high school student to participate. The age span can start in the late teens and go as high as baby boomers and senior citizens. A noticeable amount may be parents with complicated work schedules and personal lives, all looking for a customized, individualized way to finish a degree. And everyone in this market will be interested in earning College credit for all work.

The PDPE portion of our College offers a unique experience for many of its students. Participation in many of the workshops, classes, courses, certificate programs, and conferences is not dependent upon any previous experience or skill level. Those interested in the PDPE offerings may or may not have had previous College experience, and no College credit is awarded. Instead, these people are more likely to be professionals looking to earn CEUs or become more proficient in a current job. And in some cases, the student will be an employer, looking for those training services that PDPE provides upon demand. And there is a modest portion of this market who will take course for simple fun and enjoyment, looking to receive nothing else from the experience, like the ballroom dancing course.

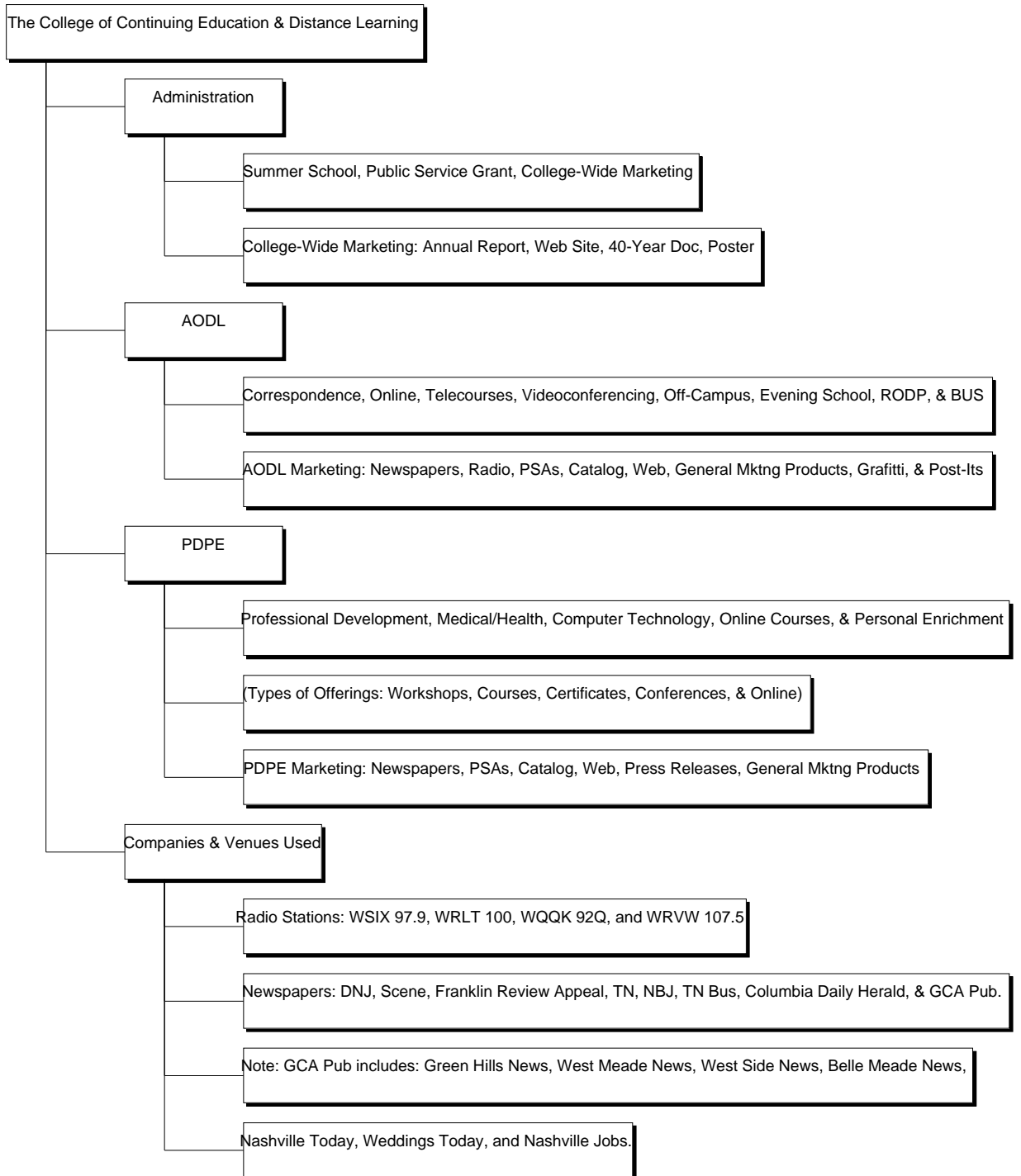
And with the market for our Summer School program, these people are more likely to have a tighter demographic than students in the other two groups. These people will be interested in College credit, going to school either full- or part-time. They will be using the summer school program to accomplish such goals as 1) to fill in a gap on their transcripts; 2) to retake a course in an attempt to improve their GPA; 3) and so on.

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5.7 Strategy Discussion

Use this portion of the plan and the Strategy Pyramid to learn about the types of marketing already done, by area and view a listing of the venues our College personnel have used.

Strategy Pyramid



6.0 Web-Centric Plan Summary

This portion of the marketing plan will explore how our College, and specifically AODL and PDPE, will use Internet technologies to promote the College of Continuing Education and Distance Learning. Our College Web site (<http://www.mtsu.edu/~learn/>) will be our digital "home" on the Internet's World Wide Web.

Our College installed Web usage software on [mtsu.edu/~learn](http://www.mtsu.edu/~learn/) on February 17, 2004. Using the freeware version created and distributed by [sitemeter.com](http://www.sitemeter.com), we have access to about a fourth of the available stats and figures associated with our Web site. This data, while limited, does allow us to paint a picture of our Internet experience.

For example, on average for any given day, our site has 110 visitors, with each visitor spending a little over three minutes on the site. Viewing some of the topics, words, and phrases that our viewers are searching for can be a way to anticipate needs, especially when we create new classes and programs. And looking at a single month within the data available can hint at usage. For example, in May of 2004, 281 users conducted specific searches for 259 words and 195 phrases. The top five words were: summer, degree, medical, studies, and for. The top five phrases were: massage therapy, liberal studies degree, emergency medical technician, and real estate. Other frequent words and phrases included: online, camp, campus, syllabus, campus recreation center, children, graduate assistant program, and holistic institute for health.

6.1 Website Marketing Strategy

We use our Web presence to fulfill a wide assortment of marketing needs. For example, we promote our courses (online, RODP, correspondence, telecourse, etcetera) with a special/dedicated tab and content page, showing all relevant information. Second, we provide real-time, updated practical information for all areas of our College, making our site a true communication tool. And we use the site to heavily promote the Professional Development and Personal Enrichment-portion of our College, including course-by-course descriptions and hotlinks to our online registration system, Peopleware (located at: <http://www.pware.com/0681>). The two areas of our College (AODL & PDPE) will use computer and Web technologies in such ways as:

AODL

- Virtual Student Union (not sure what all we would put on this site)
- Chat room(s) for students
- Moving CD-ROM Distance Learning Tutorial to web based tutorial
- New Web Forms: RODP Authorization, RODP Late add
- Improve Faculty Resources-web sites
- Create WebCT or web based tutorials for students and faculty (using the Writing Center, Using WebCT, using the library, etc.) with audio and animation
- Creating web based orientations for specific majors with audio and/or streaming video (MSN, MPS, off-campus programs, etc.)
- Provide mapquest directions to off-campus sites
- We would like to send mass emails (web format) to prospective students regarding degree programs. Email addresses could come from previous MTSU students who have not yet graduated.
- We would like to gather all email addresses from submission forms and send out follow up emails regarding registration/admission deadlines.

PDPE

- Revamped, updated, more user friendly and more administrator friendly web page.
- Targeted email lists, ie. attorneys, health care providers, parents with children in elementary school by grade, etc.
- Interactive, online catalog with search and purchase capabilities.
- Monthly web mail emailings to prospective students.
- "Hit" and demographic information specific to web browsers, trackable through registration.

6.2 Development Requirements

After several semesters of individual employees creating and maintaining their own mini-Web sites, The College of Continuing Education and Distance Learning contracted with an outside Web development firm to create a single all-encompassing Web site for the College. The firm worked with key personnel within our College. The result of which was the creation of a simple, classy, and professionally-focused Web site, something that has put a business-oriented face to our College. In May of 2002, we took possession of the site, placing the maintenance responsibilities with the marketing-portion of the College.

MTSU is the Web hosting provider, providing support and backup functions. Our site exists in a folder entitled "learn," located off mtsu.edu. Marketing personnel performs an additional local backup of the site, stored in a CD-ROM archive. The College uses Macromedia Dreamweaver to create and maintain the site. The site has a minimalist approach to technology, meaning that the site is not database driven, and it does not use hardcore Internet computer languages (like XML or ASP). The site has simple feedback forms and interactive questionnaires. And MS Word docs and Adobe Acrobat files can be found throughout the site. A single page uses CGI scripting language, but that is maintained at the MTSU level.

Three of the site's areas are created and maintained by College personnel outside of marketing, but the majority of the site is created and updated within Marketing, by the coordinator of marketing and development and a part-time student worker.

Secure, online bill pay and registration is available for PDPE courses in the College, but the technology is created and maintained by Peopleware. Our College staff enters the data in the Peopleware software, and all of that info is uploaded to the Peopleware site. Once the upload is complete, our Web site simply links to the Peopleware pages. No special technology is created or maintained within our Web site to ensure online registration.

6.3 Our Typical Web Viewer

Statistics reveal a great deal about the people viewing our Web site. According to time zone statistics, the vast majority of users live in the United States, with the majority of hits taking place in the eastern, central, and mid-western portions of America. South America is the next largest audience. The site does experience a minor amount usage in Asia and Western Europe.

The data reveals that a hundred percent of the viewers are using machines with English as the language platform. Over 75 percent of the viewers use Microsoft's Internet Explorer 6.X Web browser, with 17 percent using an older version of that same browser. A total of five percent of the viewers use Netscape browsers, version 3.X, 4.X, and 5.X. In terms of the computers' operating systems, the top 96 percent of all machines are running some version of Microsoft Windows. The last three percent gives three percent to Apple's Macintosh, and one percent is unknown.

6.4 Domain & Organizational Tracking

The numbers reveal that Network (.NET) is the most widely used domain, in terms of the which domain the viewers are using. Commercial (.COM) is the second most popular, and Education (.EDU) only had four percent of the stats. The other domains were: United States (.ED) with one percent, Organization (.ORG) with one percent, and Military (.MIL) with one percent.

Looking a layer deeper into the users' Internet Service Providers, comcast.net is the most popular ISP with bellsouth.net coming in second and aol.com at third place. The remaining 20 ISPs all have small percentages of users, ranging from three percent to one percent. Some of the more interesting ISPs include vanderbilt.edu, af.mil (the domain for the United States Air Force), and cancer.org.

6.5 Our Contracts & Grants on the Web

Our College has a variety of grants and contracts and many of these have their own Web sites, used to promote their programs. They are not created and maintained out of our offices. The grant administrators contract with outside Web development firms to run their sites. While our College Web site provides links to these sub-sites, they do NOT exist as part of our html infrastructure.

Vocational Education Professional Development: The Vocational Education Professional Development Grant is an agreement between the Tennessee Department of Education, Vocational-Technical College and Middle Tennessee State University. The grant provides professional development conferences, workshops, and meetings for vocational administrators and educators in Tennessee.

- URL/Web Address: <http://www.mtsu.edu/%7Evoiced/>

Vision Institute Contract: The Vision Institute, supported by a contract from the Tennessee State Department of Education, is administered and staffed by DCS and the Department of Elementary and Special Education. The Institute is broken down into two formal levels (Level I and Level II), and after successful completion students attend a four-week practicum at the Tennessee School for the Blind in Nashville, Tennessee.

- URL/Web Address: No Web Site at this time.

Prevention through Understanding-Investigating Unexpected Infant Death: This training program is a result of the Sudden Unexplained Child Death Act, which has mandated emergency medical technicians, firefighters, and law enforcement officers receive training on handling cases of sudden, unexplained infant death as part of their basic and continuing education requirements. The training program was developed by Middle Tennessee State University in consultation with the Tennessee Department of Health, the Tennessee Department of Children's Services, and the Tennessee Medical Examiner's office.

- URL/Web Address: <http://www.mtsu.edu/~sidsproj>

Gear Up: This program is a discretionary program designed to increase the number of low-income students who are prepared education.

- URL/Web Address: <http://www.mtsu.edu/%7Egearup/>

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7.0 Financials

Notice: The financials-portion of this marketing plan recap macro-level funding overview, sources, and strategies. Any detailed budgetary information included in this section reflects exclusively the current fiscal year. For example, financial information for this version/copy of the report pertain specifically to the 2005-2006 Fiscal Year Marketing Focus, as outlined in section 4.3 of this marketing plan. Each fiscal year, items from the 2005-2010 Stretch Goals will migrate to section 4.3, and the financial information in this marketing section will change to reflect the new goals.

7.1 Funding Forecast

The College of Continuing Education and Distance Learning is committed to operating on a solid financial foundation. Our budgets for the fiscal year are allocated to us by the University after budget hearings held during the spring of each year. These dollars are used to fund our College. Any dollars remaining in budgets at year-end are returned to the University's general fund as carryover dollars for disbursement throughout the University during the next fiscal year. The needs of the University for these carryover dollars are prioritized, and the dollars are disbursed accordingly. Our College may or may not receive a portion of these carryover dollars each year, depending upon what dollars are left after the University's priorities are funded. The goal of our College is to continue providing quality credit and noncredit offerings within the confines of our allocated budgets.

AODL: Any dollars remaining in our AODL budgets are returned to the University's general fund at year-end. Student tuition for AODL credit courses is collected and retained in the University's tuition/fees account.

Summer School: Any dollars remaining in our Summer School budget are returned to the University's general fund at year-end. Student tuition for summer credit courses is collected and retained in the University's tuition/fees account. A small percentage (1% to 2%) of the summer profit margin per college is returned to each respective academic college during new fiscal year.

PDPE: The PDPE portion of our College is the only portion of our College that has a specific revenue account. Monies come into PDPE in the form of registration fees for such products/events as workshops, programs, courses, classes, conferences, and other PDPE-sponsored activities offered for non-credit. An additional source of revenue can be in the form of the fee charged for administering Continuing Education Units (CEUs) and other equivalent professional certifications, such as CLEs. PDPE is charged with generating enough revenue to cover its operational expenses, including the salaries and benefits of its employees.

Current/Active Grants: Our College administers a variety of grants, and how the generated margin is handled varies from grant to grant.

Vocational Education Professional Development: The margin generated with this grant goes toward our College's Indirect cost.

Vision Institute Contract: The margin generated from this grant goes back into AODL.

Prevention through Understanding-Investigating Unexpected Infant Death: The margin generated through this grant goes back to PDPE.

Center for Industrial Services: The margin generated through this grant goes back to PDPE.

Quarterly Financial Meetings: The College conducts quarterly financial meetings with both AODL and PDPE personnel. Each coordinator and director reports the financials of the courses and programs in a sit-down meeting. Both the AODL and PDPE meetings address the following: the department GPM requirement, individual coordinator GPM requirement, the amount contributed to the GPM this year, revenue compared to this quarter last year, expenses compared to this quarter last year, and cancellations (percentage) compared to the number of classes offered and the number of cancellations last year. In

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addition, PDPE personnel discuss refunds compared to last year and in comparison to the number of courses offered, new courses offered, and plans for making up any deficit, if any exists.

Development Officer: Our College is intentionally emphasizing the need to reduce reliance on fee/tuition/registration-based revenues and looking toward contributions from other sources, particularly businesses, to help us support our goals, mission, and so on. This approach will enable us to realize the objective of keeping fees affordable while continuing to offer quality offerings for all participants. As a result, we have hired a new development officer during this past fiscal year. This is a part-time position since we share this individual with another College. This officer has already worked with our College to establish an internal donor drive, allowing our employees to allocate their contributions to specific scholarships and programs. And in addition to helping us locate and apply for new grants and financial opportunities, this officer will be a vital link between our College and our advisory board.

Advisory Board: As the Advisory Board focuses on the coming fiscal year and its goals, more and more attention will be placed upon fundraising, grant writing, and so on. Our College will establish relationships with key individuals and organizations that desire to provide significant financial support to our College on an ongoing basis. The long-term objective is to provide financial stability to support offering quality and expansion and reduce dependence on tuition and registration fees. Costs associated with facilities are just one example of the need for these resources in addition to the other revenue sources. In addition, the arrival of the new development officer will further bind the board to our organization and bridge the Board's input with internal leadership priorities. When the Board is fully staffed, it contains 20 members. Internally, three positions are filled with MTSU personnel: one administrator, one PDPE professor, and one AODL professor. Two members come from area businesses. And the remaining 15 positions include one member from each of the following: 1) Rutherford County Chamber of Commerce; 2) Tennessee State Government; 3) Local Government; 4) Healthcare Profession; 5) Automotive Industry; 6) Technology Industry; 7) Manufacturing Industry; 8) Professional Association; 9) Sales/Consultant; 10) Hotel Industry; 11) K-12 Education; 12) Technology Center; 13) Banking/Financial; 14) Community College; and 15) the Media.

Student Workers: Our dependence upon student workers and scholarship students to help us run our organization and administer programs and offerings is a financial reality. We depend upon these employees, who are paid through the Financial Aid Department. If we had to hire employees and pay them out of our budget, that would have a consequence to our financial bottom line.

7.2 Implementation

Each year the marketing focus will be revised due to funding available. The activities or products that will be included in the current 2005-2006 fiscal year marketing plan will fall under one of five categories.

1. Poster Advertisements
2. Brochure/Postcard
3. Website
4. E-Marketing
5. Miscellaneous/Paper Products

For 2005-2006 the planning team decided that the College would focus on two areas of the plan: increase visibility and increased registrations. The majority of the costs this year include rebranding products to fit the name change *from* Division of Continuing Studies and Distance Learning *to* College of Continuing Education and Distance Learning. The estimated cost for 2005-2006 is \$7,847. This graph will show a visual representation of the amount dollars allocated to each major section. **(NOTICE: College leadership may decide to add or delete items to/from this list as needed.)**

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TASK	ESTIMATED COSTS
Poster Advertisements	
College Poster	\$360 (500 qty)
Website	
College Web-Site Reorganization	\$4,000
Miscellaneous/Paper Products	
40 -Year History Document	\$930 (500 qty)
Name Tags	\$102 (27 full time employees)
Business Cards	\$675 (27 full time employees)
Generic College Business Cards	\$25
New College Logo Redesign	\$200-\$400
College Letterhead (Fairview)	\$35 (1000 qty)
College Envelope with window	\$25 (500 qty)
College Envelope without window	\$25 (500 qty)
Registration Forms	\$25 (500 qty)
Oversized Mailer Envelope	\$90 (500 qty)
Small Mailing Sticker	\$55 (500 qty)
College Glossy Folder	\$1100 (2000 qty)
College Stationary Paper	N/A
Brochure/Postcard	
E-Marketing	

8.0 Personnel Controls

The purpose of the College of Continuing Education and Distance Learning marketing plan is to serve as a guide to the staff, the Advisory Board, student workers, part-time workers, and the volunteers to continue to improve the organization and its ability to serve Middle Tennessee. We must take action to accomplish our goals. Failing to implement even one of the programs could be devastating to our success.

8.1 Marketing Organization

Overview

Our marketing organization is responsible for all marketing projects for the College of Continuing Education and Distance Learning. We are committed to cost effective ways of reaching students and promoting programs, but must also seek additional revenue to compete with corporate interests, private university programs, and others locally and nationally who vie for students enrollments and who offer similar programs and services.

Personnel

Our current marketing organization structure consists of one paid staff person, Roy L. Burkhead, MFA and a student worker. Duties include, but are not limited to, the following: 1) creating/maintaining marketing production schedules; 2) maintaining and executing the College's marketing plan; 3) supporting the development officer with all fund raising; 4) the daily operations of the College's Web site; 5) writing duties as assigned; 6) working with College personnel to produce and distribute catalogs, brochures, annual reports, journals, etcetera; 7) and so on.

Marketing operations are responsive and cooperative with internal and external contacts. To coordinate our marketing efforts, Roy interfaces with the College's Advisory Board, the Planning Team, and general College team members, as well as such campus areas as Publications & Graphics, Photo Services, Printing Services, and so on. And off campus, marketing coordinates with a variety of vendors, media representatives, and local businesses.

It is also Roy's goal to provide direction and encouragement to those who take on specific marketing responsibilities. He coordinates and attends all Advisory Board meetings to report status and progress.

Marketing Operations

The marketing organization adheres to all University logo use policies, production standards, and accounting procedures. The deadline structures, creative meetings, and planning processes used are designed to allow College personnel ample time for input and proofing. Deadlines are consistently met due in part to this process and in part to the excellent rapport marketing enjoys with other campus departments and Colleges, as well as with outside vendors and printers. Marketing remains nimble, responsive, and able to produce a variety of projects when needed or required, but also adheres to specific production schedules and dates as planned and projected to ensure a smooth workflow throughout the year.

Projected Personnel Needs

AODL: The credit side of our College projects that they will need one additional 20-hour employee to help them with continued Web site development and maintenance needs.

PDPE: The non-credit side of our College projects that they will need a 20-hour employee to help them with half-time projects, and the PDPE director sees this position growing to a full-time position within the next three-to-five years.

8.2 Contingency Planning

Use this portion of the plan to brainstorm and think about the challenges that may be ahead of our College and force us to create a Plan B to address those challenges. Our objective here is to avoid or minimize the negative impact on this marketing plan and keep ahead of these challenges. The following is a list of factors and events that could impact this marketing plan and the future of the College of Continuing Education and Distance Learning:

Internal Factors & Events

A decrease in marketing personnel, either the full-time employee or any of the part-time, co-op, or student workers, would require a reallocation of marketing duties and plan objectives, in order to keep the plan on track.

If a person outside of marketing critical to the marketing plan leaves the organization, this change must be addressed.

External Factors & Events

If the State of Tennessee has a philosophy shift regarding the use of state monies for higher education, there could be a ripple affect that would reach our College and possibly impact the plan.

A change in the way MTSU's ITD supports the College's Web sites could impact this plan. A change in technology or in the way sites are required to present information could force a halt to this plan, allowing marketing staff to refocus all work on the Web site until it complies with the new ITD regulations and/or software.

The rapid growth of one of the alternative programs (either on or off campus) that significantly reduces our ability to operate one or more of our programs could force a refocusing of the plan.

8.3 Crisis Plan

Crisis Plan Overview

The College of Continuing Education and Distance Learning has adopted the following procedures to prevent crisis situations. Procedures for dealing with media inquiries are also outlined. In most situations, staff members can answer questions from the media and handle situations without contacting News and Public Affairs.

The following are guidelines for exceptional situations:

1. Each semester the College of Continuing Education and Distance Learning contacts the scheduled instructors prior to teaching courses. Instructors meet with the coordinator(s) of their respective courses and review the instructor handbook and crisis plan, discuss procedures, and answer any questions.
2. Each instructor, sponsor, or activity director inspects the scheduled activity site(s) for safety and appropriateness prior to the beginning of the intended activity.
3. Each instructor obtains both a day and night telephone number as well as information on who to contact in case of an emergency from each student.
4. Safety, Policies, and Procedures: An evacuation plan is posted indicating the direction of travel from the room in an emergency situation in each classroom, laboratory, or other place where students are assembled for the purpose of instruction. The plan is posted in a conspicuous place near the exit from the room. Each instructor is responsible for announcing at the first two class meetings that there is an evacuation plan for the building and that at any time the fire alarm sounds, the building will be evacuated.

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5. Liability Release: A liability release form is signed by each individual involved or by a parent or legal guardian of students under 18 years of age when an activity to be conducted is perceived as a potential risk to the participant. These forms are provided by the College of Continuing Education and Distance Learning.
6. In the case of an accident: A standard accident report is completed and returned to the College and the MTSU safety office within 24 hours. The dean of Continuing Education and Distance Learning and the News and Public Affairs office are notified.
7. In case of medical emergencies: Public Safety and Security (898-2424) is notified and given the following information: caller's name, the location, and the nature of the emergency. Security notifies the appropriate emergency agency. The person in charge remains with the emergency and maintains order. The dean of Continuing Education and Distance Learning is notified as soon as possible. The News and Public Affairs office is also notified.
8. In the case of police emergencies: Security (898-2424) is notified and given the following information: caller's name, the location, and the nature of the disturbance. The caller waits for Security personnel to arrive. The dean of Continuing Education and Distance Learning is notified as soon as possible. The News and Public Affairs office is also notified.
9. In the case of fire emergencies: In an orderly manner, all persons exit the building. Security (898-2424) is notified and given the following information: caller's name, the exact location of the fire (building name and room number) and phone number from which they are calling. The fire alarm is pulled to warn others about the fire. The dean of Continuing Education and Distance Learning is notified as soon as possible. The News and Public Affairs office is also notified.
10. Each program developer discusses safety issues with the instructor/coordinator of a program. Questions to ask: What clothing should be worn? What equipment is needed? What health conditions would prevent someone from participating in this activity? This type of information is incorporated into the program description or available upon request.
11. When people stay overnight on-campus, safety guidelines/rules are made available i.e. the phone number for security, the escort service, any imposed curfew, no alcohol on campus, who to contact in case of an emergency, etc.
12. Reporters and photographers are treated with courtesy and are welcome to observe, photograph, and record any Continuing Education and Distance Learning event. (The news media has a legal right to observe, photograph, and record any event or person in a public place.)
13. Media questions about policy or technical issues are referred to the News and Public Affairs department.
14. Reporters calls are returned within 15 minutes. If a message is left and the person the reporter called cannot be contacted, the message is referred to the (1) the coordinator of marketing and development and/or (2) News and Public Affairs.
15. Staff avoids saying "no comment" when they cannot answer a question. Instead we say, "I'm sorry. I cannot answer that question right now." Explain why you cannot answer the question.
16. In a crisis situation, the News and Public Affairs office is contacted immediately. With their help, a statement is formulated that can be released to the media.
17. In a crisis situation, one staff member talks to the media. All questions about the situation are referred to that staff member (dean or coordinator of marketing and development) and/or News and Public Affairs office.
18. Names of victims, parties involved, details are not released to the media until getting approval to do so from the News and Public Affairs office.
19. Certain student/employee information is confidential and is not released to anyone. When in doubt, News and Public Affairs is called to determine if the information can be released.

*This information is also included in the instructor's handbook in greater detail.

People to contact:

News and Public Affairs	Dean, Continuing Education	Marketing and Development
Doug Williams	Dr. Rosemary Owens	Roy Burkhead
(w) 898-2919	(w) 898-2177	(w) 898-5033
(h) 790-2996	(h) 890-3442	(h) 758-6707