



Academic and Marketing Partnerships

Integrating Marketing Strategy in Developing New Academic Programs

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Purpose of today's session

- To describe DePaul's evolving model for integrating marketing perspectives and discipline with the process of developing new academic programs.
- To offer some instructive approaches and practical illustrations

Outline of today's session

- The DePaul Context
- The *traditional* academic perspective
- The *DePaul Model* : work in progress
- Bringing *marketing discipline* to the process
- *Benefits* of a more integrated approach
- Q&A

The DePaul Context

- 109 years of urban, Catholic, Vincentian tradition
- Today, enrollment of 23,000 students;
- 9 colleges and 8 campuses in Chicagoland area
- Largest & fastest growing Catholic university in U.S.
- 9th largest private not-for-profit university
- The largest provider of master's level graduate and professional education in Illinois

America's 10 Largest Private Universities (2006)

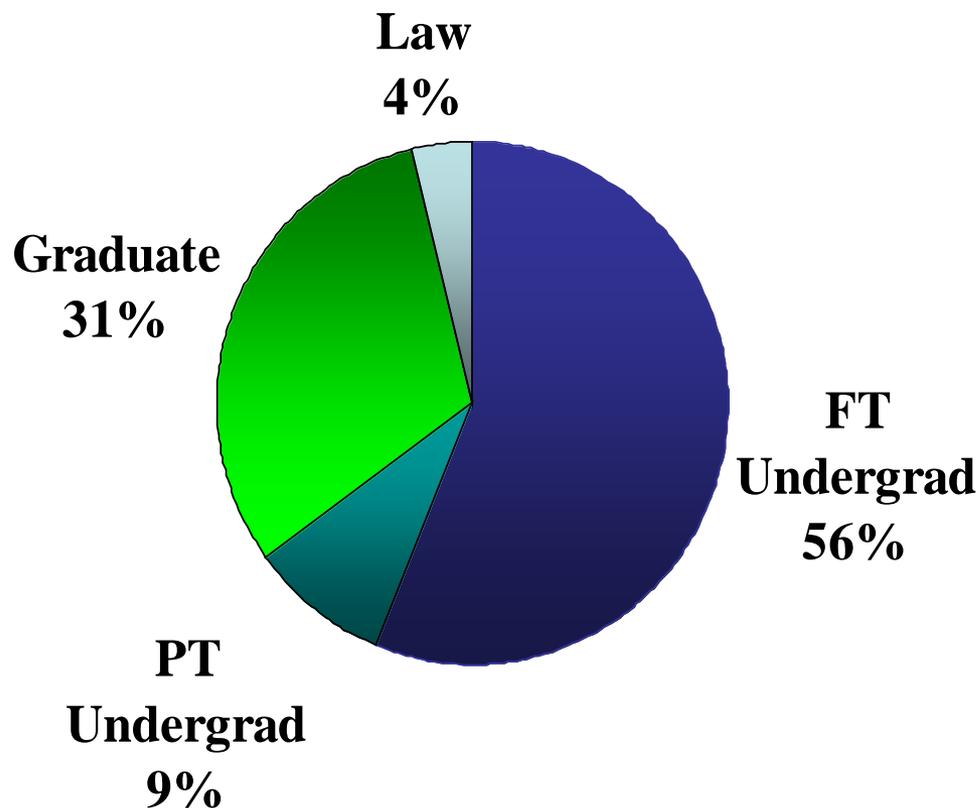
● New York University	40,870
● Brigham Young University	34,275
● University of Southern California	33,389
● Boston University	32,836
● Harvard University	25,778
● George Washington University	24,531
● University of Pennsylvania	23,743
● Northeastern University	23,370
● <i>DePaul University</i>	23,149
● Columbia University	22,387

Note: This list includes traditional, doctoral universities.

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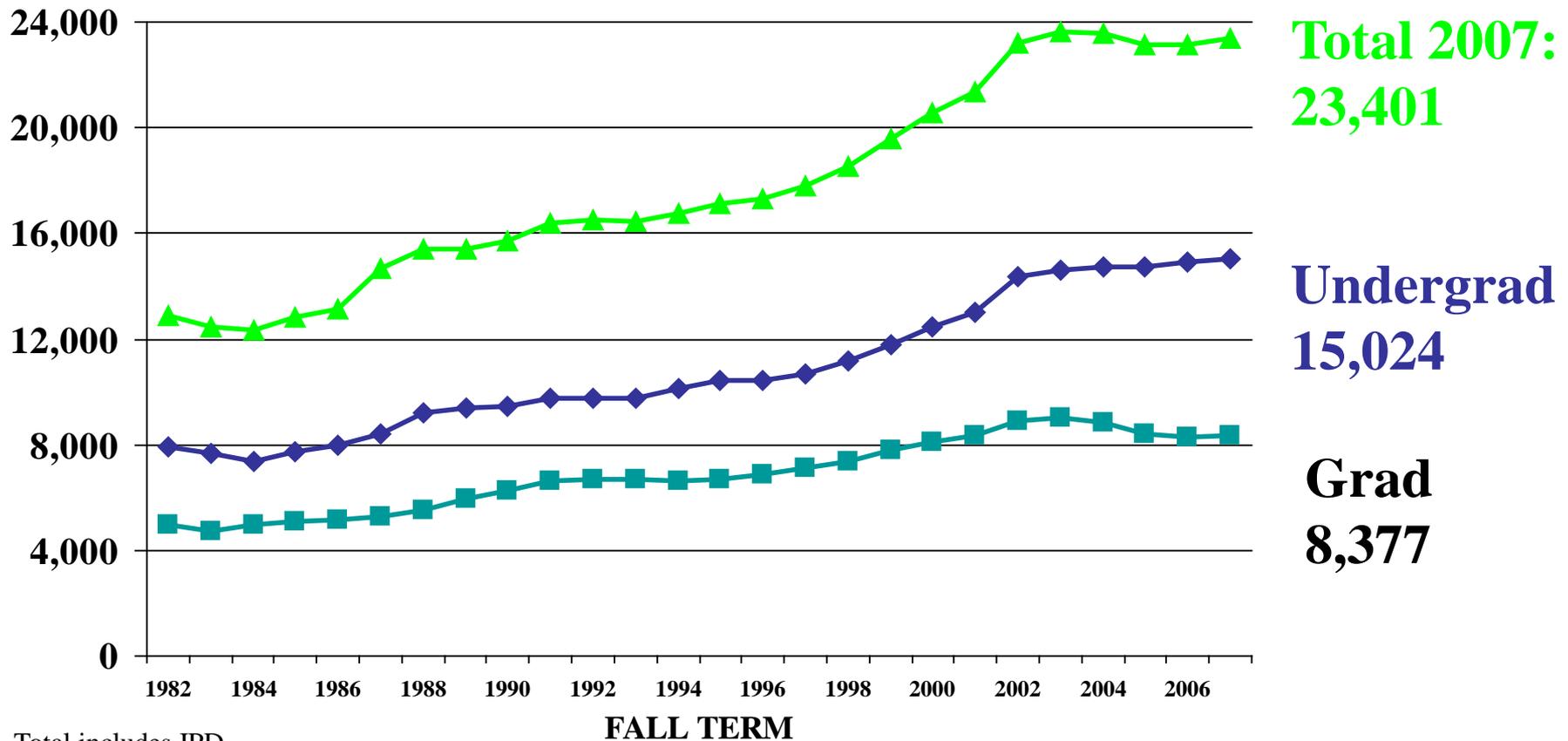
DePaul Enrollment Profile

Fall 2007



Two Decades of Enrollment Growth

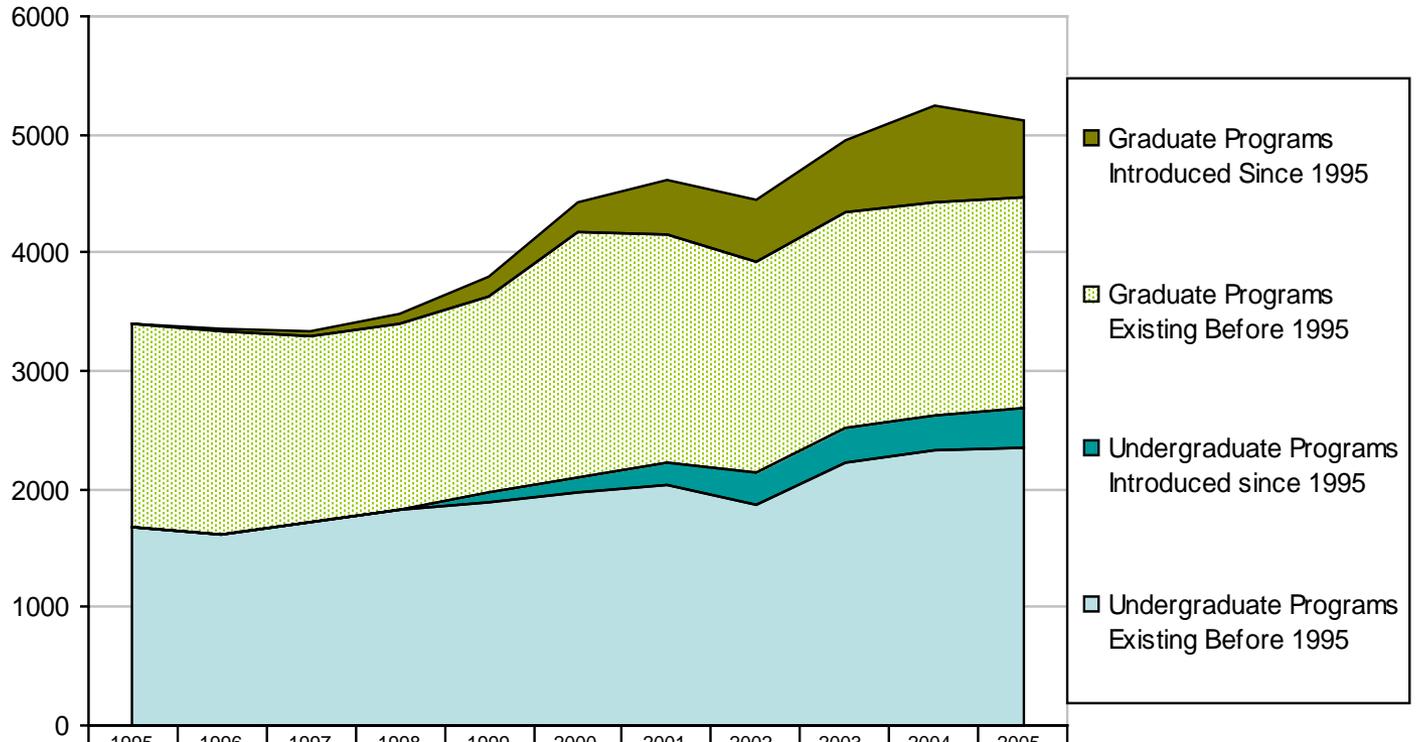
1982-2007



Total includes IPD

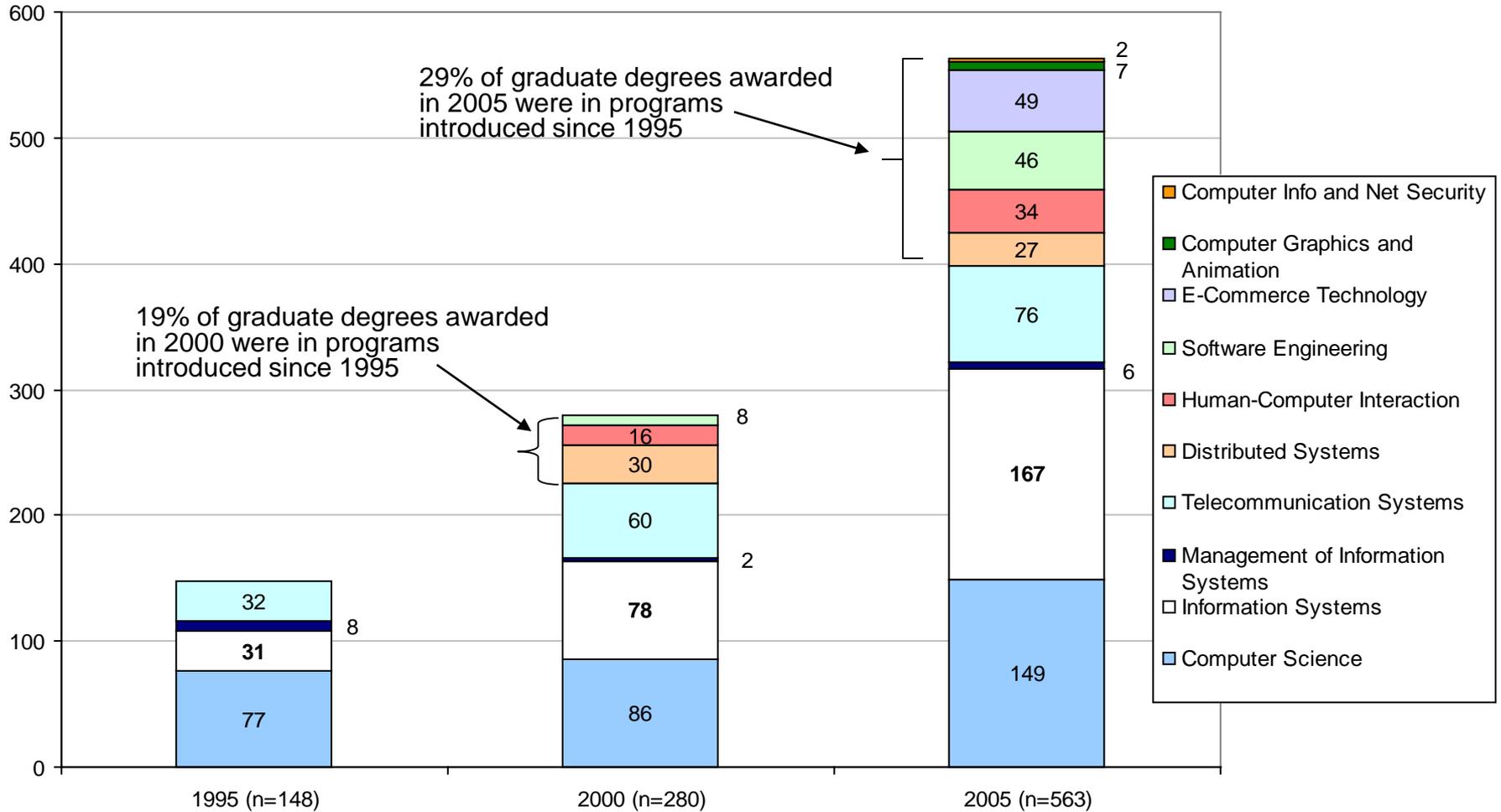
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Undergraduate and Graduate Degrees Awarded by Year, 1995-2005

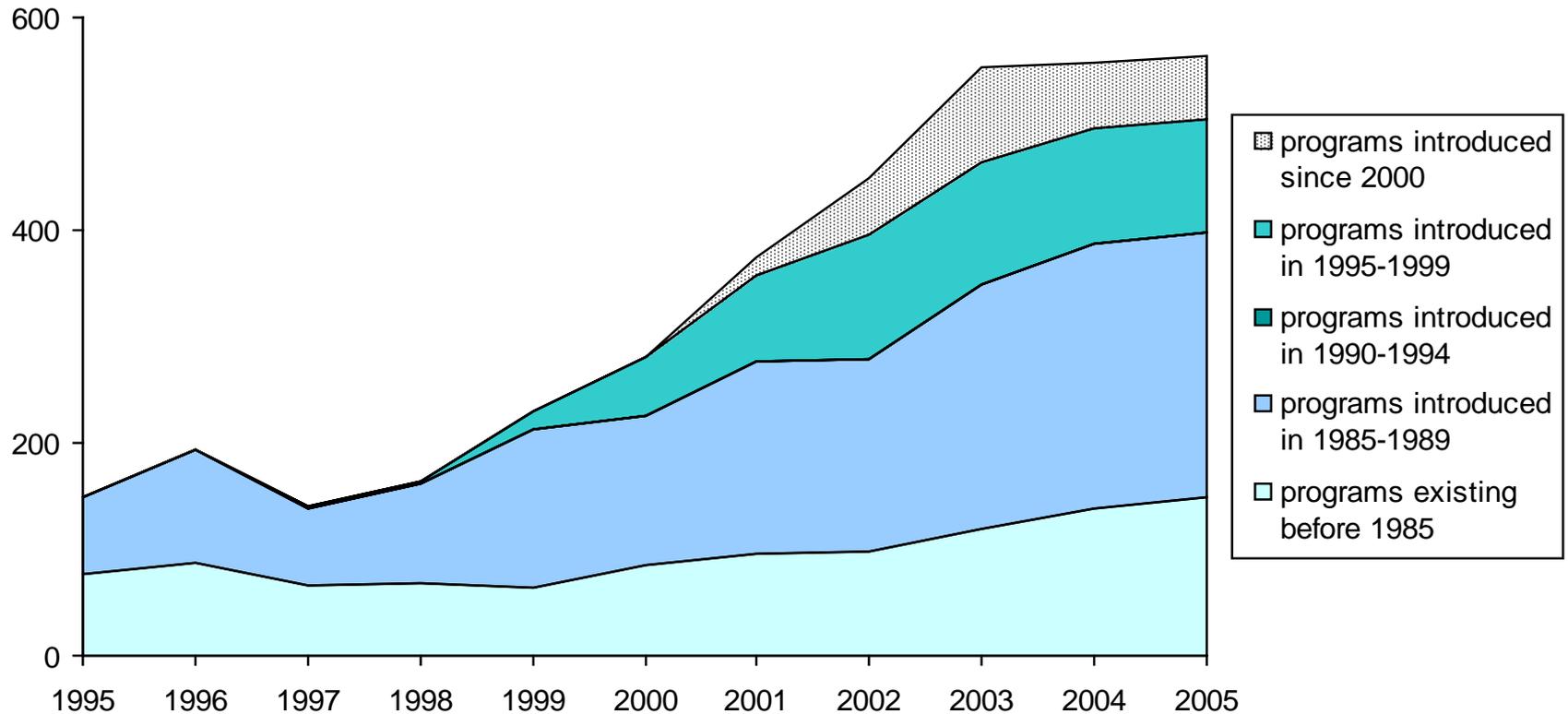


	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Graduate Programs Introduced Since 1995	0	24	47	90	156	251	448	519	605	818	660
Graduate Programs Existing Before 1995	1712	1717	1570	1564	1666	2063	1931	1794	1821	1819	1778
Undergraduate Programs Introduced since 1995	0	1	0	6	70	122	186	270	292	288	333
Undergraduate Programs Existing Before 1995	1678	1619	1723	1820	1896	1982	2043	1864	2232	2327	2350

CTI Graduate Degrees Awarded by Program – 1995, 2000, and 2005



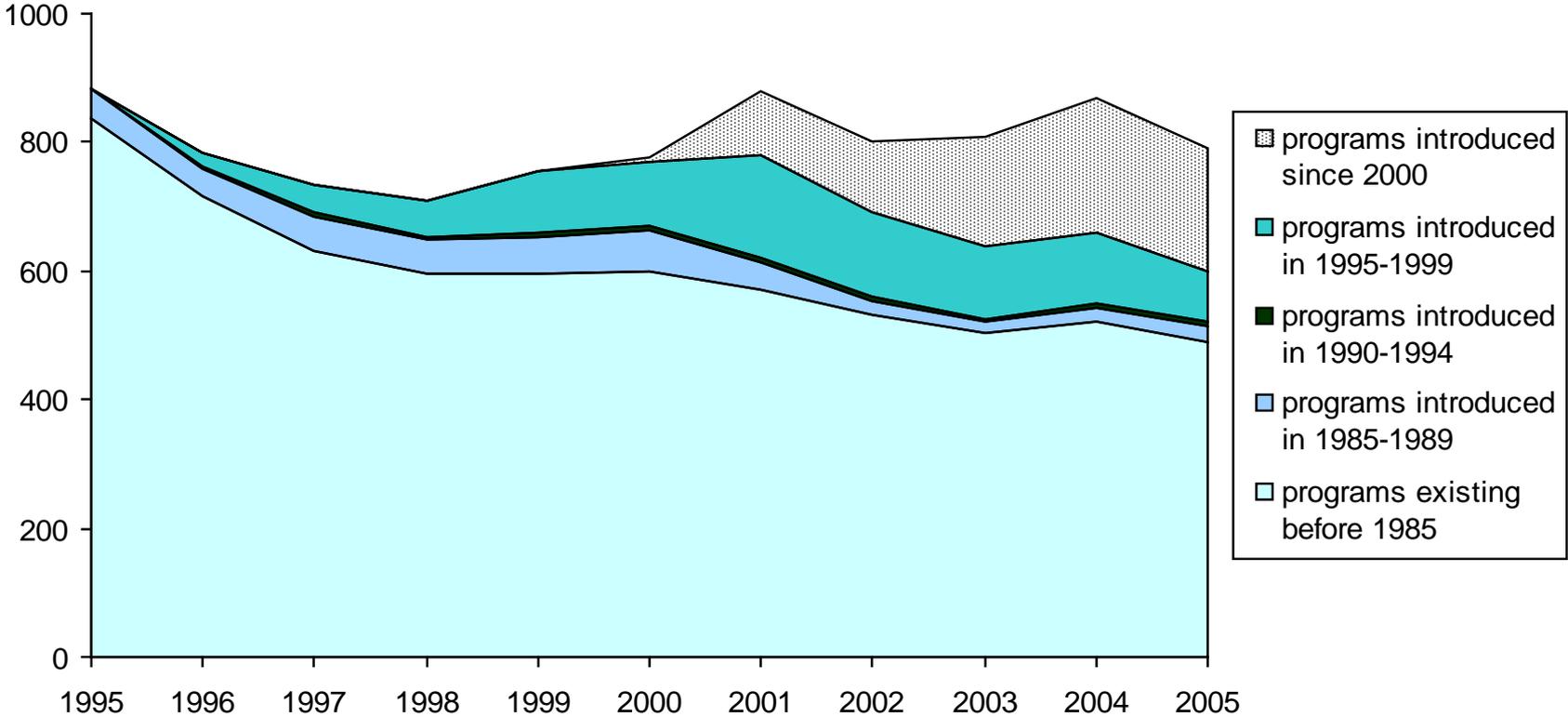
Graduate Degrees Awarded by CTI by Year of Program Introduction, 1995-2005



N=563 graduate degrees awarded in 2005

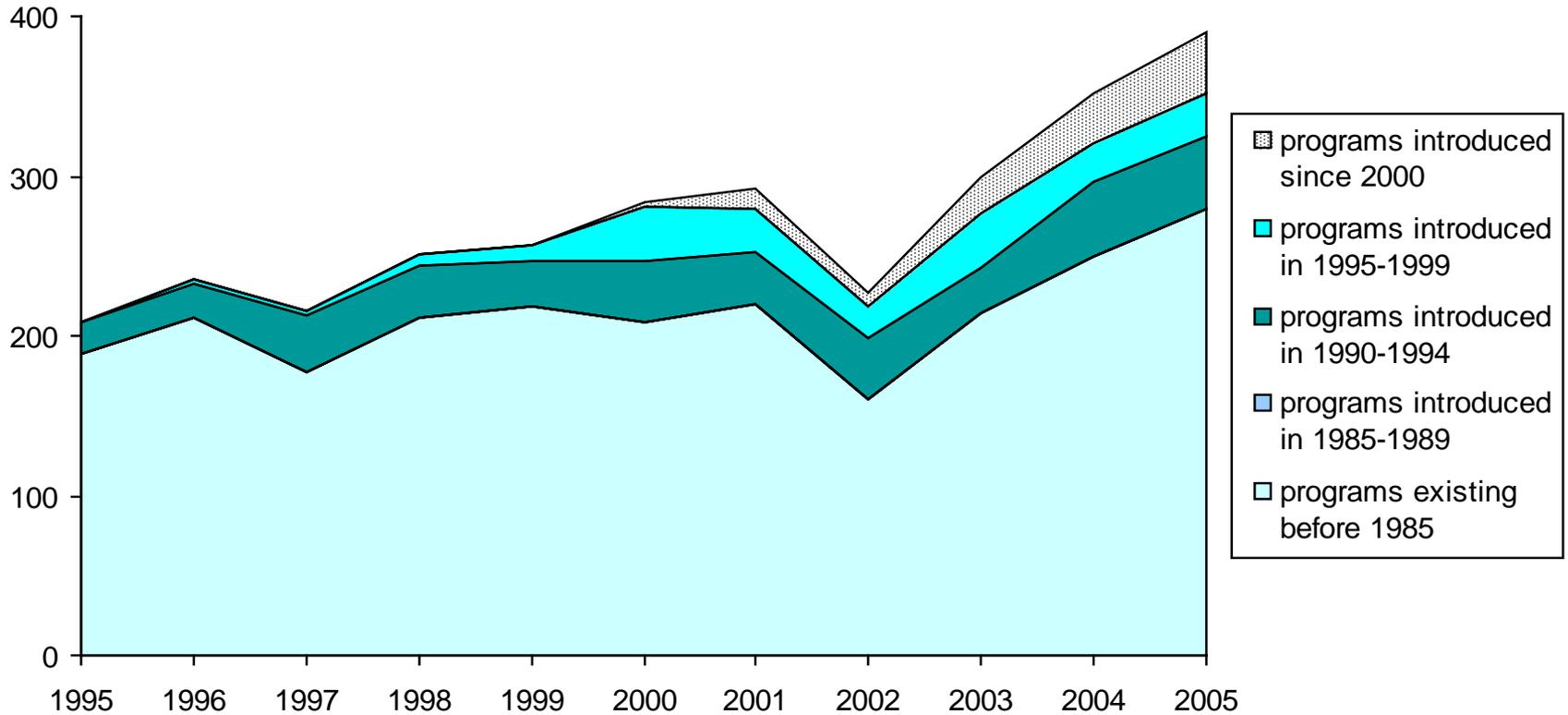
**No degrees were awarded in 2005 from programs that were introduced between 1990 and 1994.*

Graduate Degrees Awarded by KGSB by Year of Program Introduction, 1995-2005



N=790 graduate degrees awarded in 2005

Graduate Degrees Awarded by LA&S by Year of Program Introduction, 1995-2005

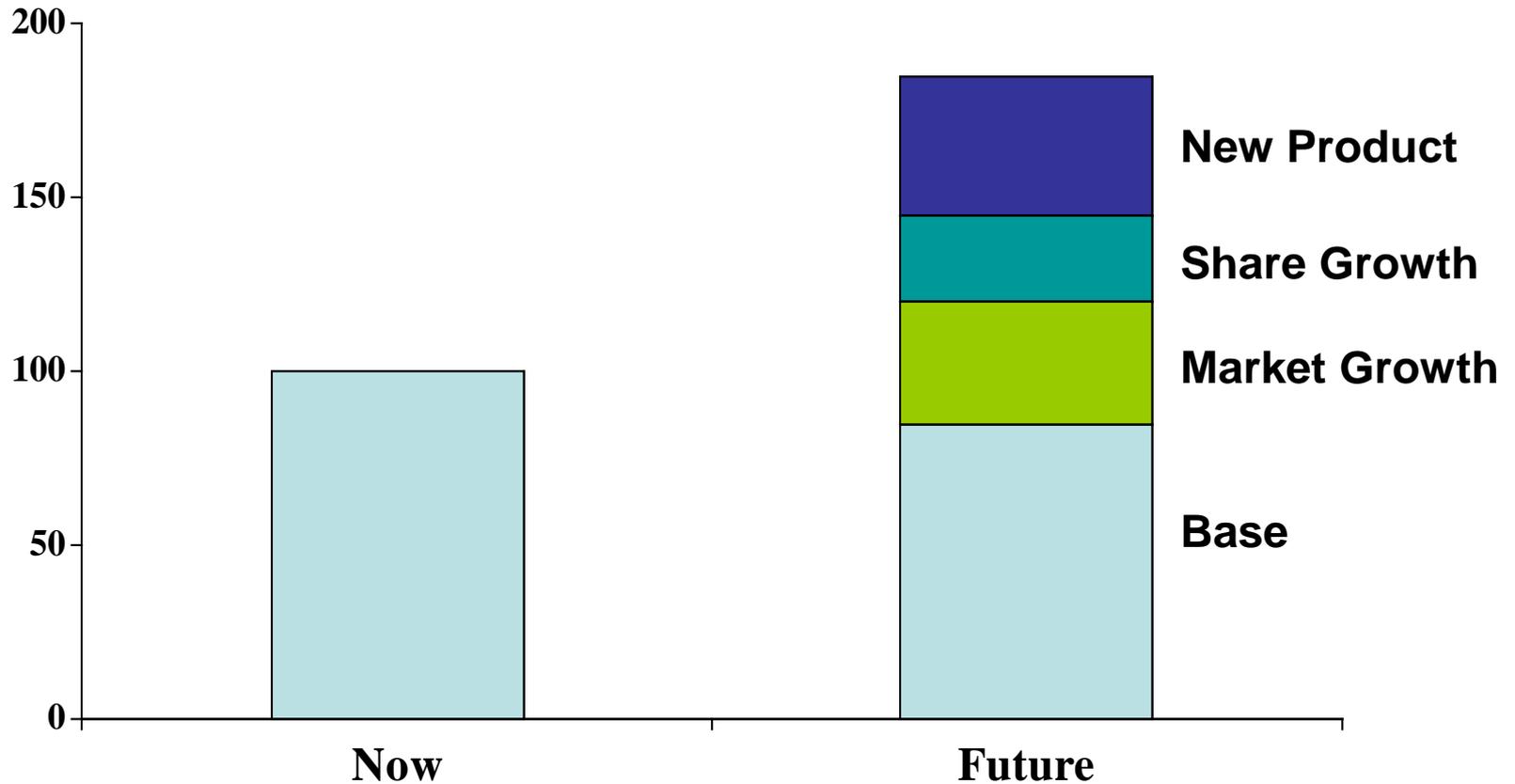


N=390 graduate degrees awarded in 2005

**No degrees were awarded in 2005 from programs that were introduced between 1986 and 1990.*

A Strategic Enrollment Growth Plan

Projecting the Role of New Programs



At DePaul, developing new academic programs is at the core of :

- Academic & Institutional Strategy
- Enrollment Management Plans & Projections
- Strategic Marketing Agenda

How to describe the traditional academic process for developing new academic programs ?

The *Traditional* Academic Perspective of Program Development

- **Idea Generation:** Bubble up from passionate faculty, students or committees
- **Process:** Committees comprised of faculty generate curricular proposals that go through lengthy academic approval processes involving several levels.
- **Result:** Academic programs are approved (generally toward the *end* of an academic year) with the expectation that students will enroll and begin courses the following Fall!

The *Traditional* Academic Perspective

- Strengths:

- Strong faculty buy-in through development process. Faculty are the catalysts, thus ensuring teaching and other support for the program.
- Strong faculty governance buy-in through approval process = safety in traditional process and traditional “players”
- Faculty are prepared for and accustomed to the timeline



The *Traditional* Academic Perspective

- **Challenges:**

1. Does not take advantage of idea generation process that could/should include market intelligence

(i.e. market trends, needs assessments, competitive analysis)

- Means that often faculty continue in a direction that might not be supported by market analysis OR
- Faculty do not develop programs that might be in strong demand by key constituents.

The *Traditional* Academic Perspective

- **Challenges:**

2. Lack of communication during process between Academics and Enrollment Management and Marketing team

- Means that enrollment management is not adequately aware of nor prepared to market recently approved programs
- Opportunities for institutional integration with brand marketing and positioning are lost

The *Traditional* Academic Perspective

- **Result:**
 - Programs are developed and approved with little or no input from Enrollment Management and Marketing
 - Faculty expectations for enrollments are high based on their perception of the demand for and value of the program
 - Early enrollments at onset of program are weak, costs are high, opportunities lost



The Challenge in Integrating the Academic & Marketing Process

- Systemic disconnect
- Traditional distrust
- Marketing's lack of academic perspective or credibility
- Faculty passion



- **Is there a way to bring integrated marketing discipline into the process of academic program development and simultaneously :**
 - meet the academic needs of faculty & institution;
 - take advantage of the skills and resources of the Enrollment Management & Marketing teams;
 - ensure integration of new products & programs with institutional brand strategy;
 - more effectively develop new academic products that achieve institutional enrollment goals?

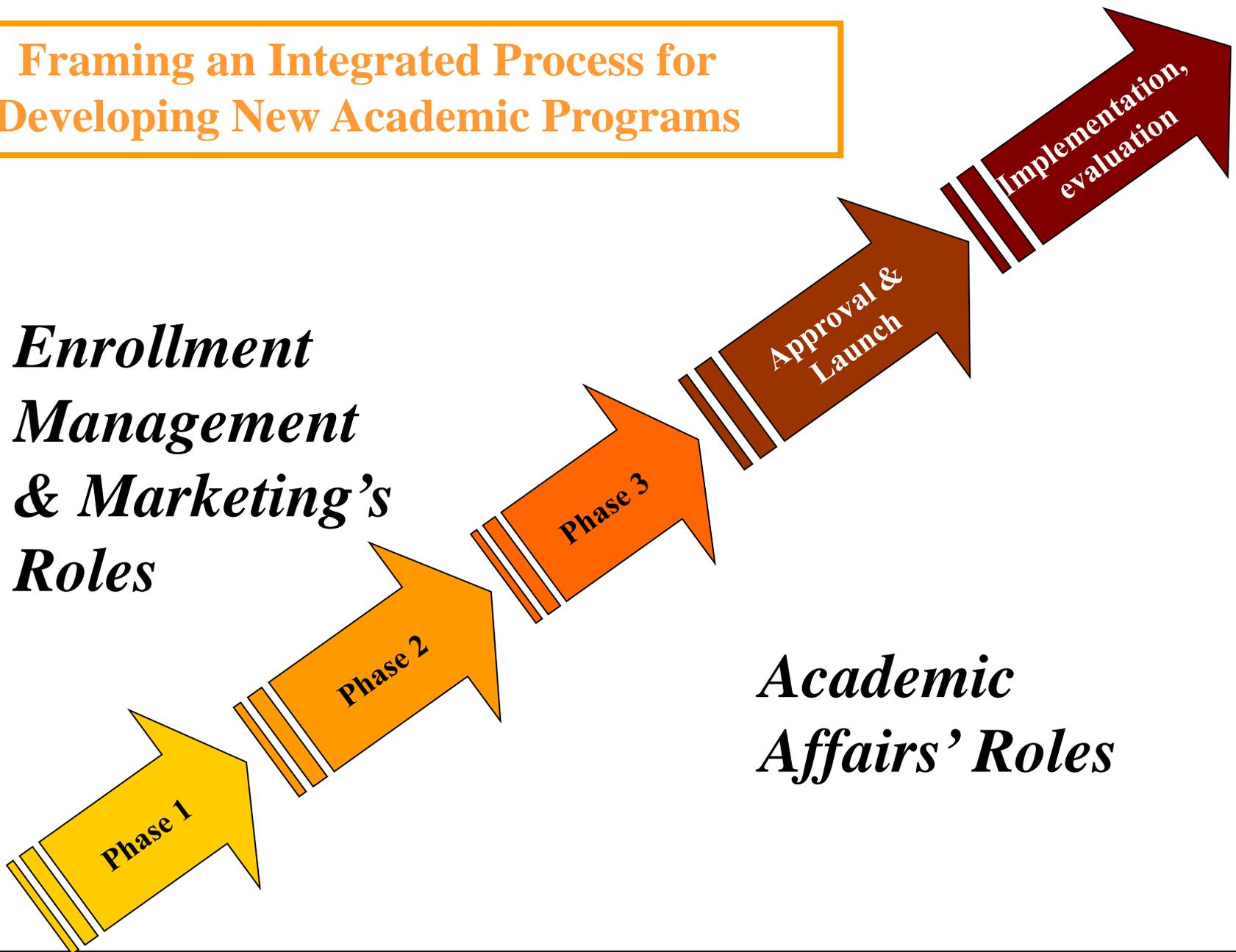


DePaul's Integrated Strategy for New Program Development

- **GOAL:** a process that integrates marketing discipline with a traditional academic development and review process.
- Process is just one of four components :
 - **Strategic commitment**
 - **Financial resources**
 - **Professional Staffing**

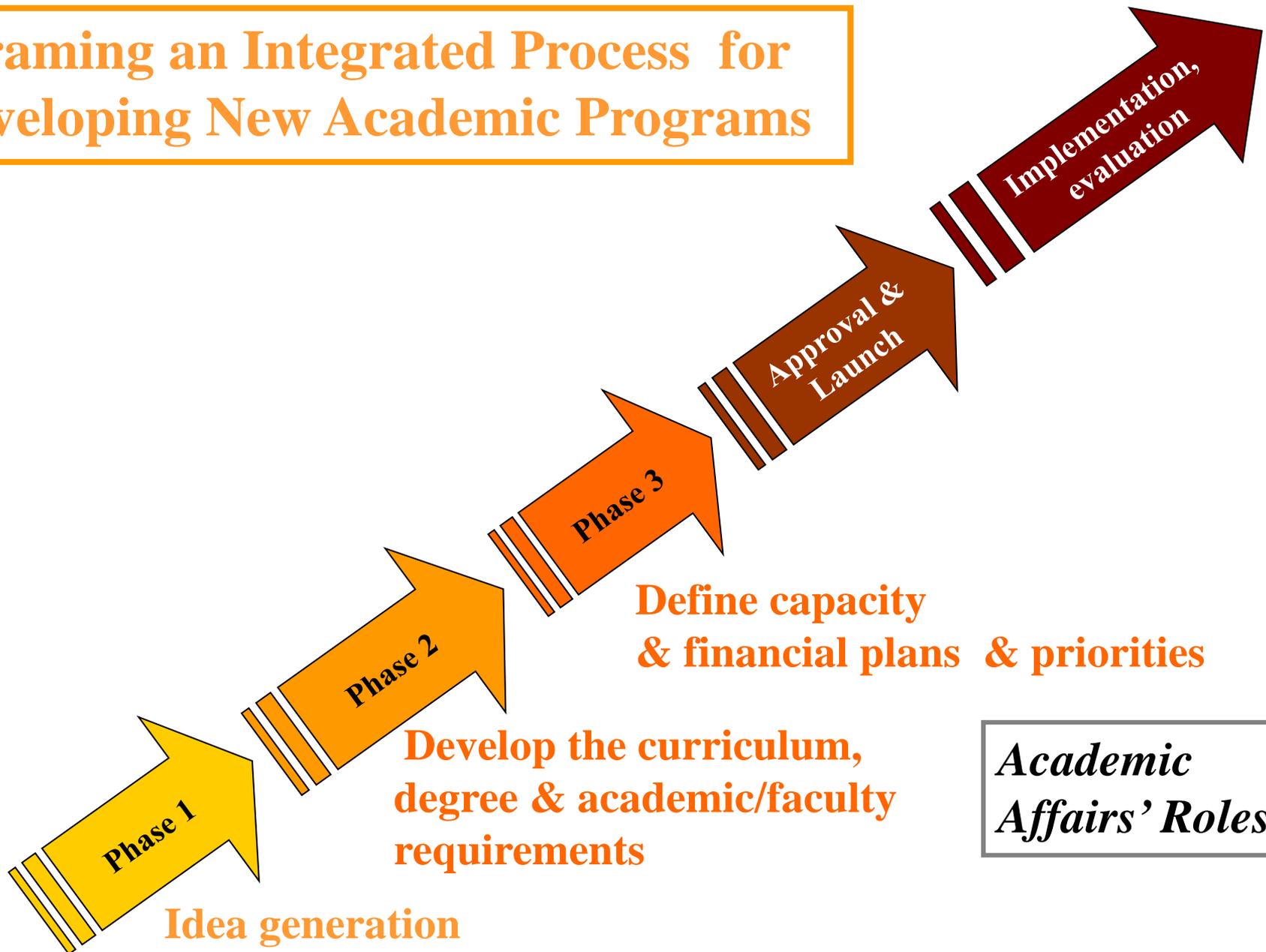
Framing an Integrated Process for Developing New Academic Programs

*Enrollment
Management
& Marketing's
Roles*



*Academic
Affairs' Roles*

Framing an Integrated Process for Developing New Academic Programs



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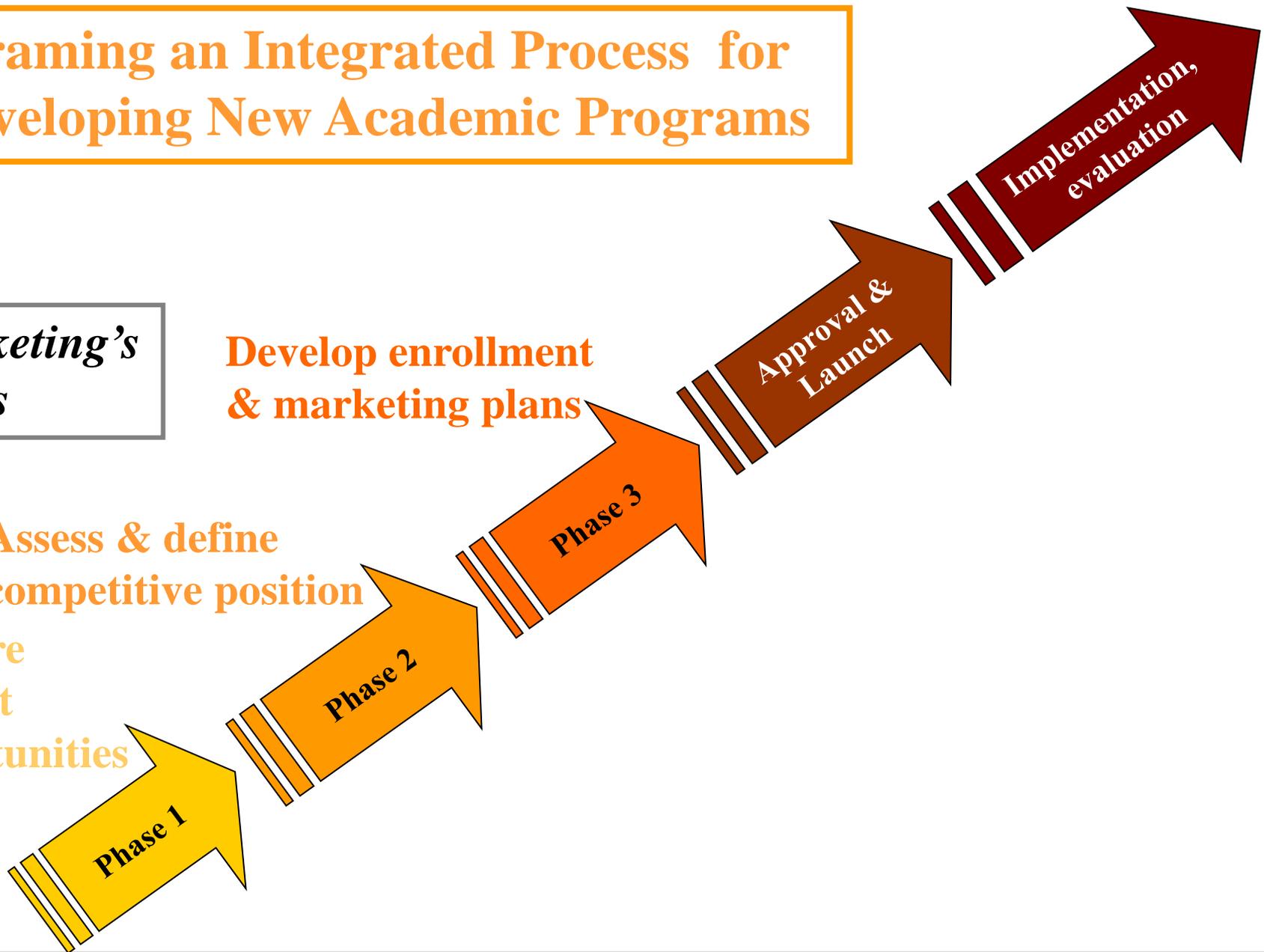
Framing an Integrated Process for Developing New Academic Programs

Marketing's Roles

Develop enrollment & marketing plans

Assess & define competitive position

Explore market opportunities



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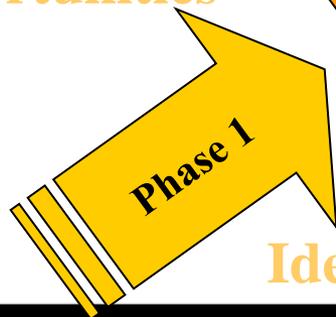
Framing an Integrated Process for Developing New Academic Programs

Marketing's Roles

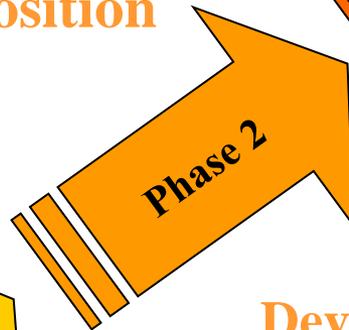
Develop enrollment & marketing plans

Assess & define competitive position

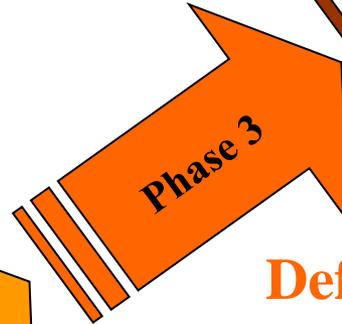
Explore market opportunities



Idea generation



Develop the curriculum, degree & academic/faculty requirements



Define capacity & financial plans & priorities



Academic Affairs' Roles



An Initial Change in the Academic Review Process

- DePaul acted to require a **consideration of a marketing perspective** at an early stage of the faculty's program review process.
- DePaul's *academic approval process* requires faculty to respond in the program proposal to a range of marketing questions.

Sample questions

1. What are the program attributes that make the program unique from the competitive programs?
2. Are there any internal strengths and weaknesses of DePaul that would affect the attractiveness of this program?
3. What are the key industry professional associations that could be contacted for speaking with industry experts, opinion leaders.
4. Who are the main competitors and why are they considered competitors?
5. What types of “feeder programs” would contribute to the prospect pool for this program?



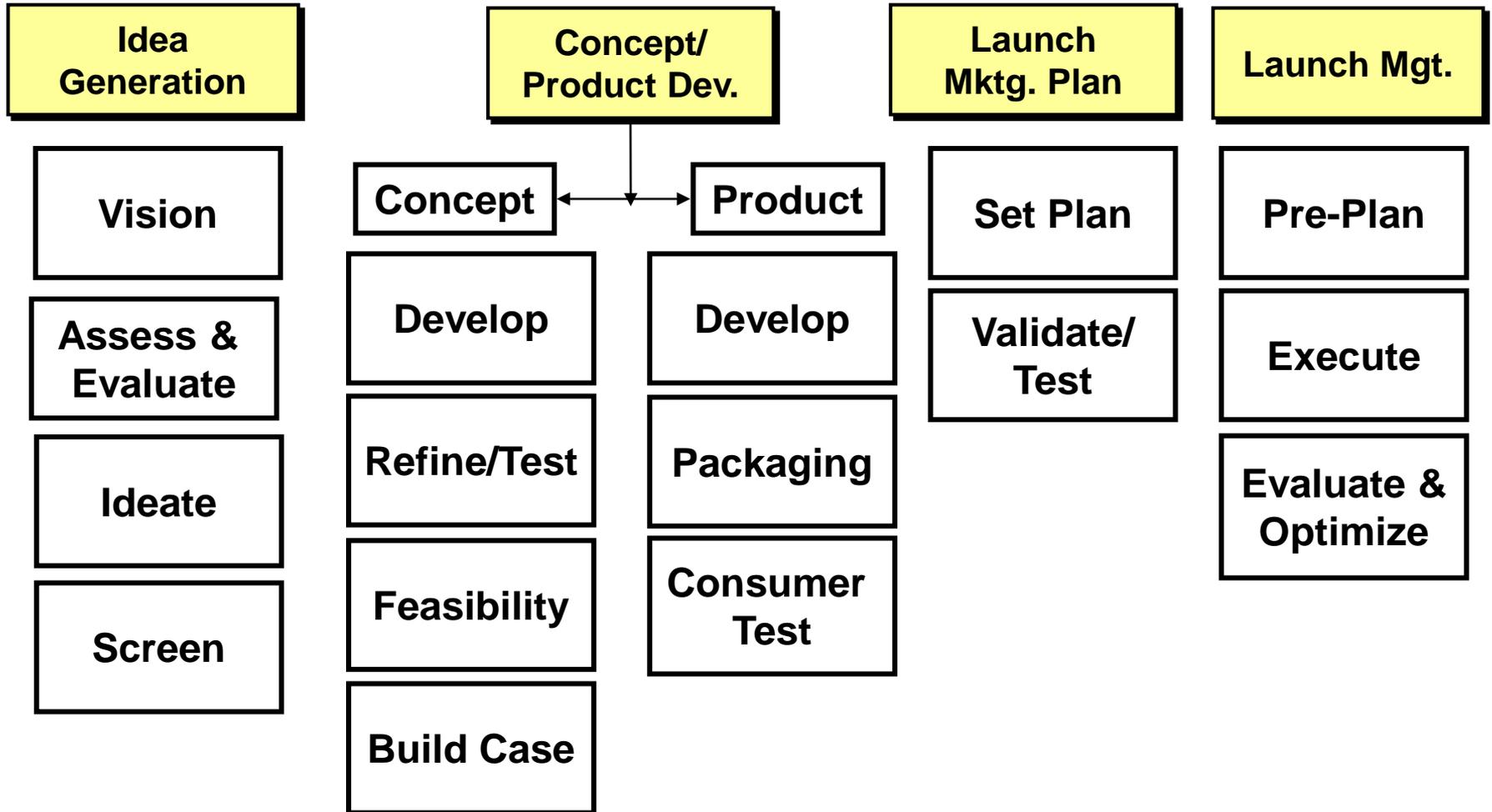
Sample questions

6. What are the career opportunities for a person with this degree?
7. What are the external opportunities and threats that would affect the attractiveness of this program?
8. How would you describe the students most likely to enroll?
9. What are the “best practice” programs in the nation?

**How do we bring
a marketing discipline
to the process of
developing academic
programs ?**

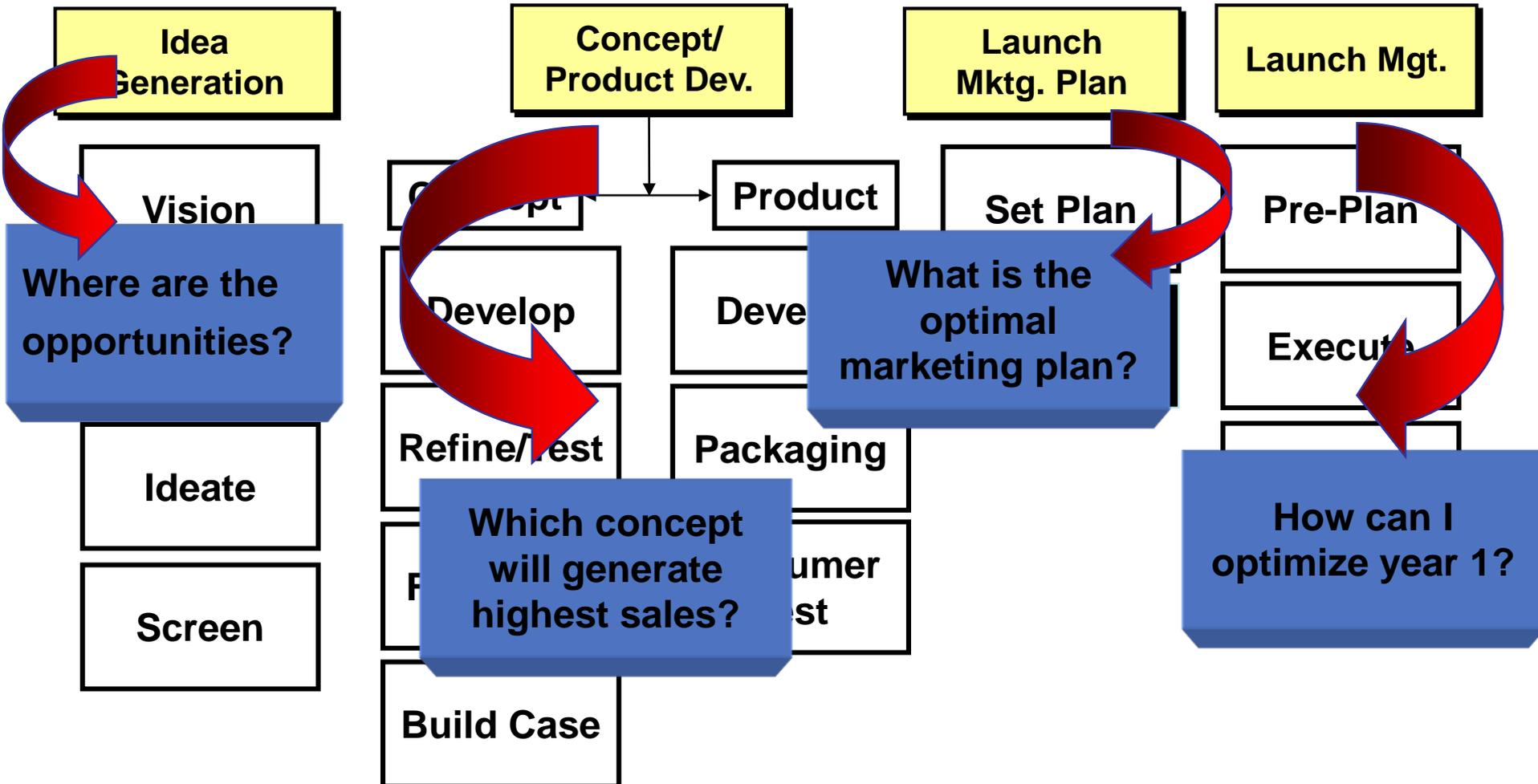
Typical New Product Process

(Consumer Packaged Goods Example)



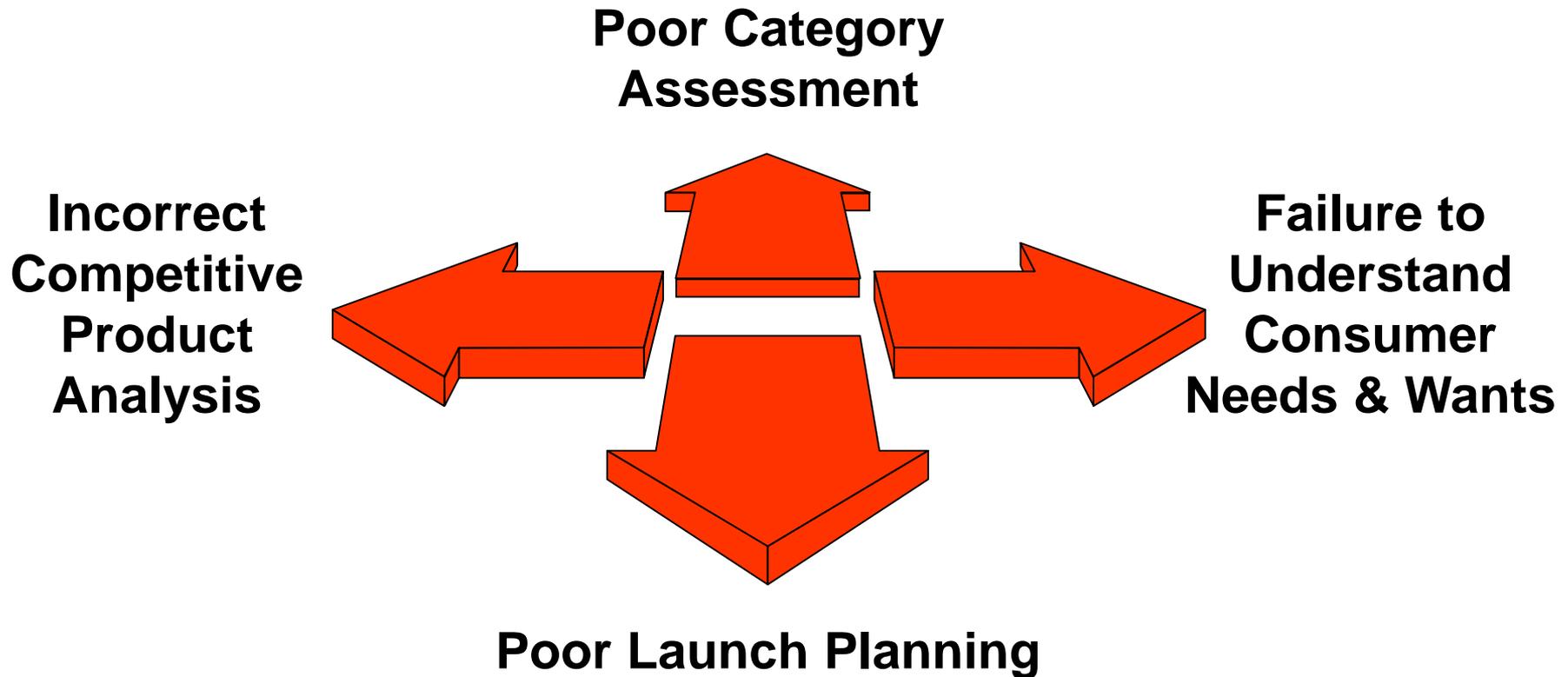
Typical New Product Process

(Consumer Packaged Goods Example)



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Why New Products Fail



Product Development Management Association

The Good News

- Even the most sophisticated marketers sometimes fall into the new products “black hole”
 - New products are launched without adequate market assessment
 - Emotion clouds rationale thinking
 - Funding/resources not quite adequate to generate and sustain interest
 - Lack of post-mortem analysis



The Bad News

- Other industries have a method of discontinuing new product failures to reduce further risk
 - Marketer takes the product off the shelf due to low sales
 - Retailers stop stocking the product
- In higher ed, the dogs live on, and on, and on... draining the university of valuable resources
 - Financial burden huge, but rarely calculated
 - Inhibits ability to reallocate resources to address new opportunities

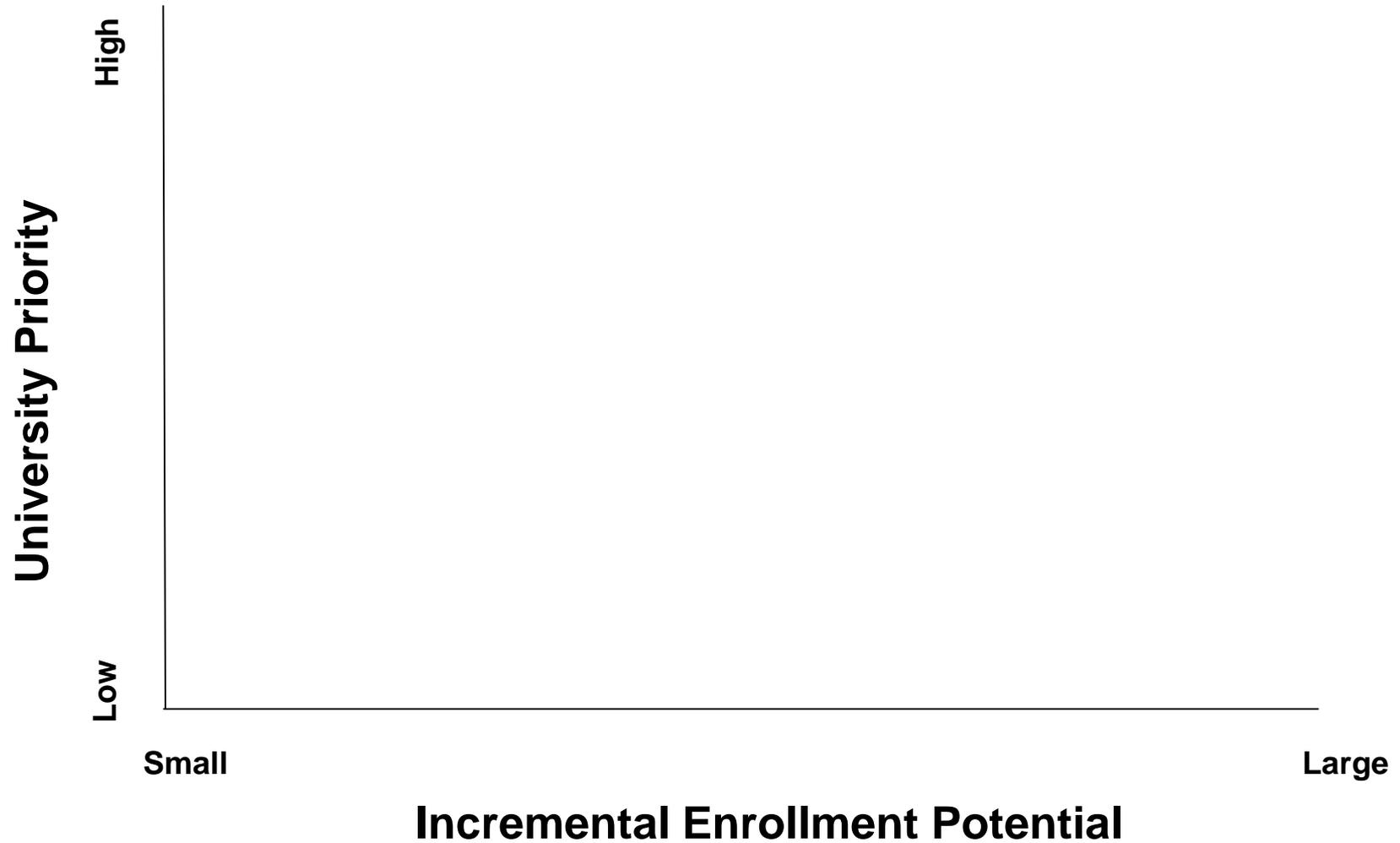


Integrated Marketing and Program Development : An Overview of an Approach

- Portfolio based approach that ensures that marketing resources are being allocated based on university strategic priorities and potential incremental enrollment
- Menu approach based on current level of understanding and needs of the college
- Identifies three tiers of potential support for individual programs

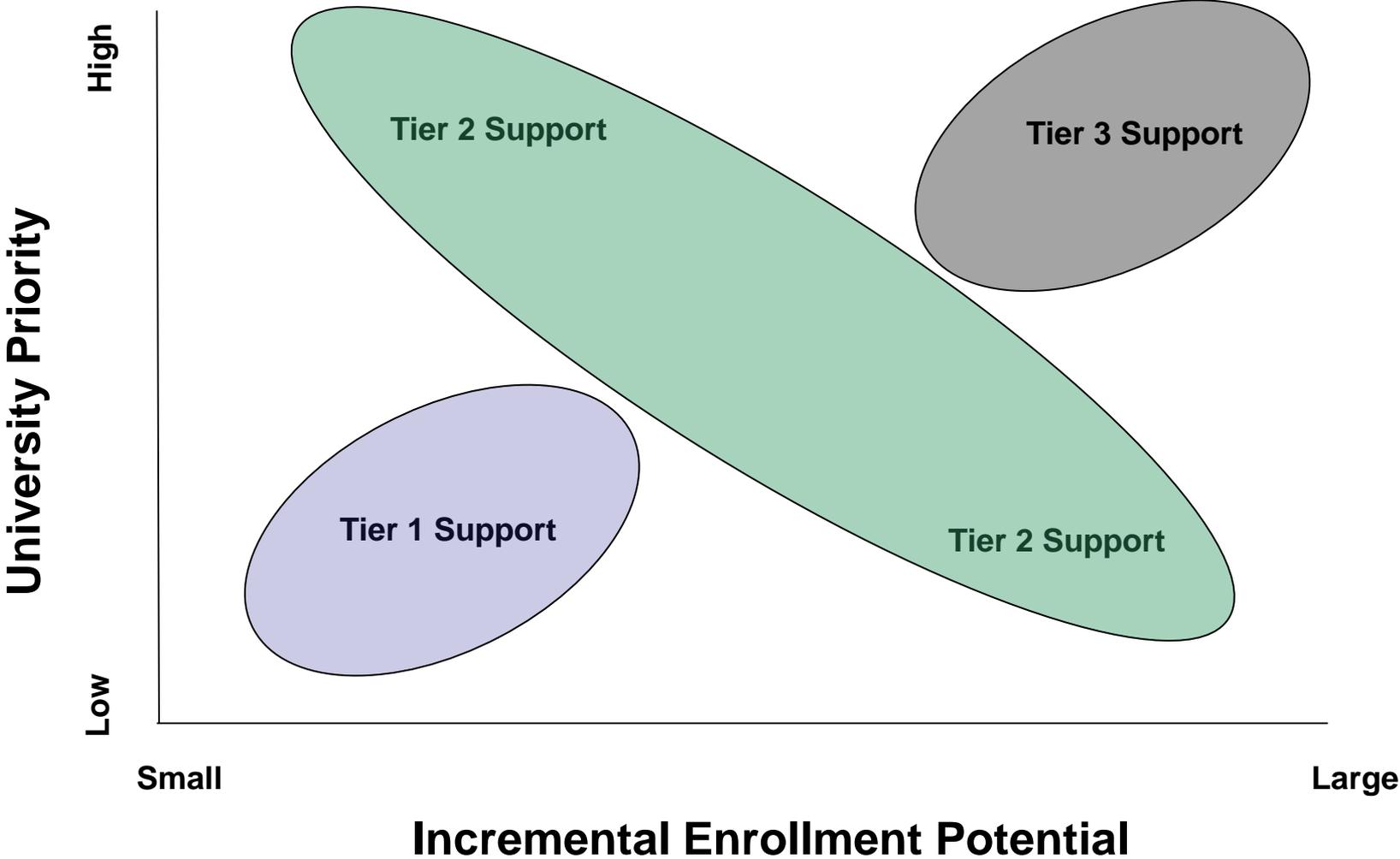


Support Assessment Model



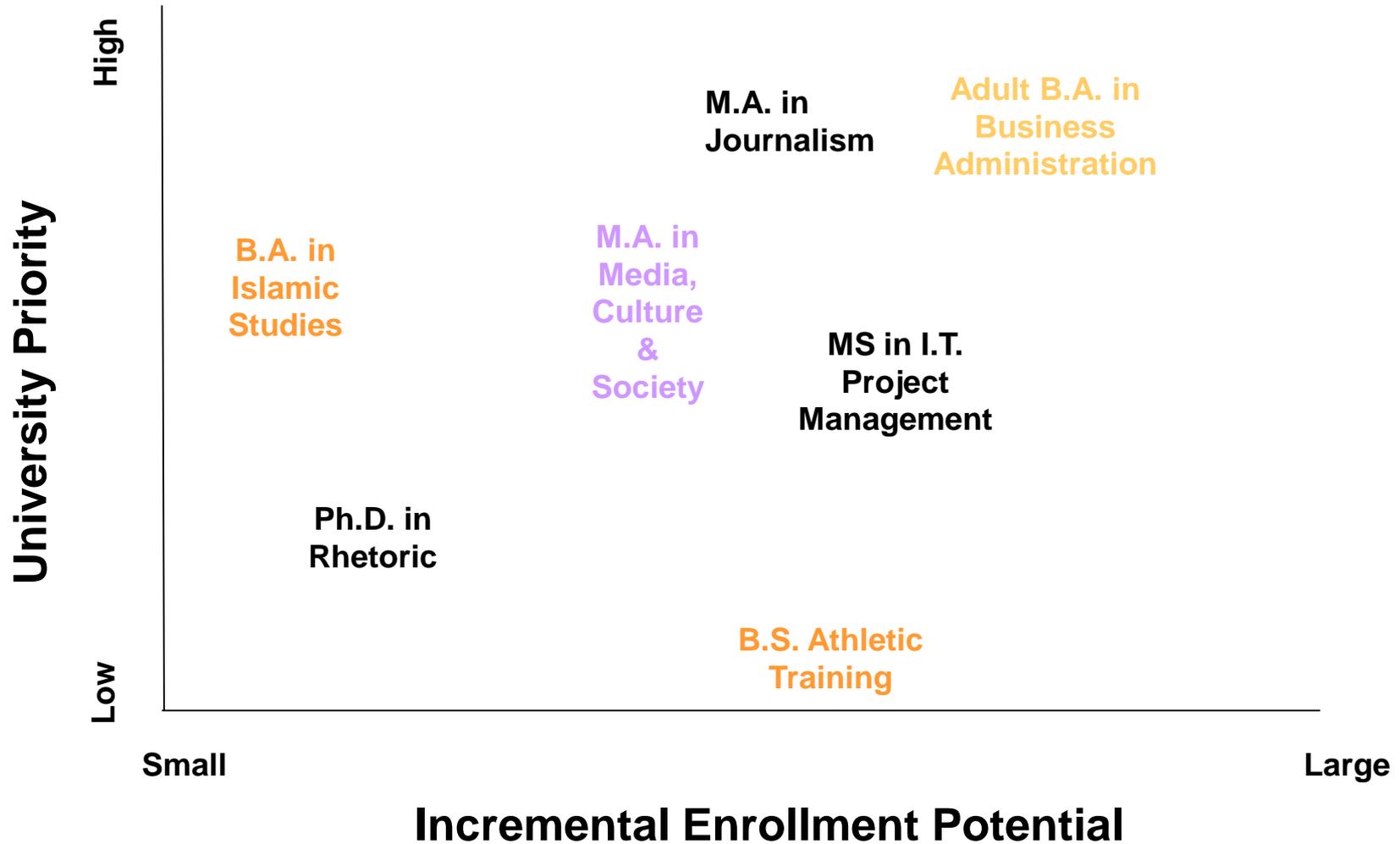


Support Assessment Model



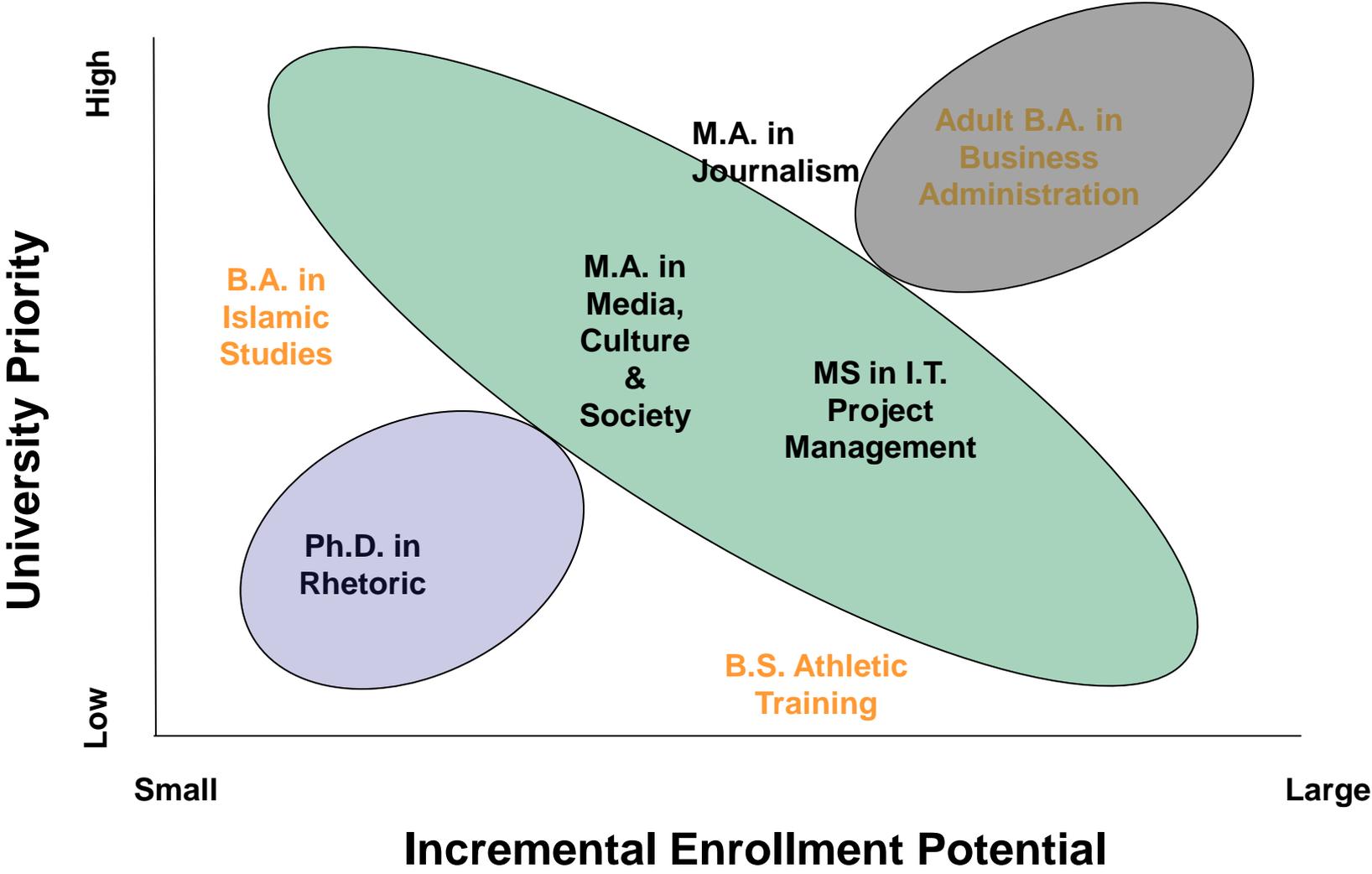


Support Assessment Model (sample programs)





Support Assessment Model (sample programs)





Preliminary Support Level Recommendation

- Initial scan determines recommended level of support
 - Each program in development receives at least a basic level of support

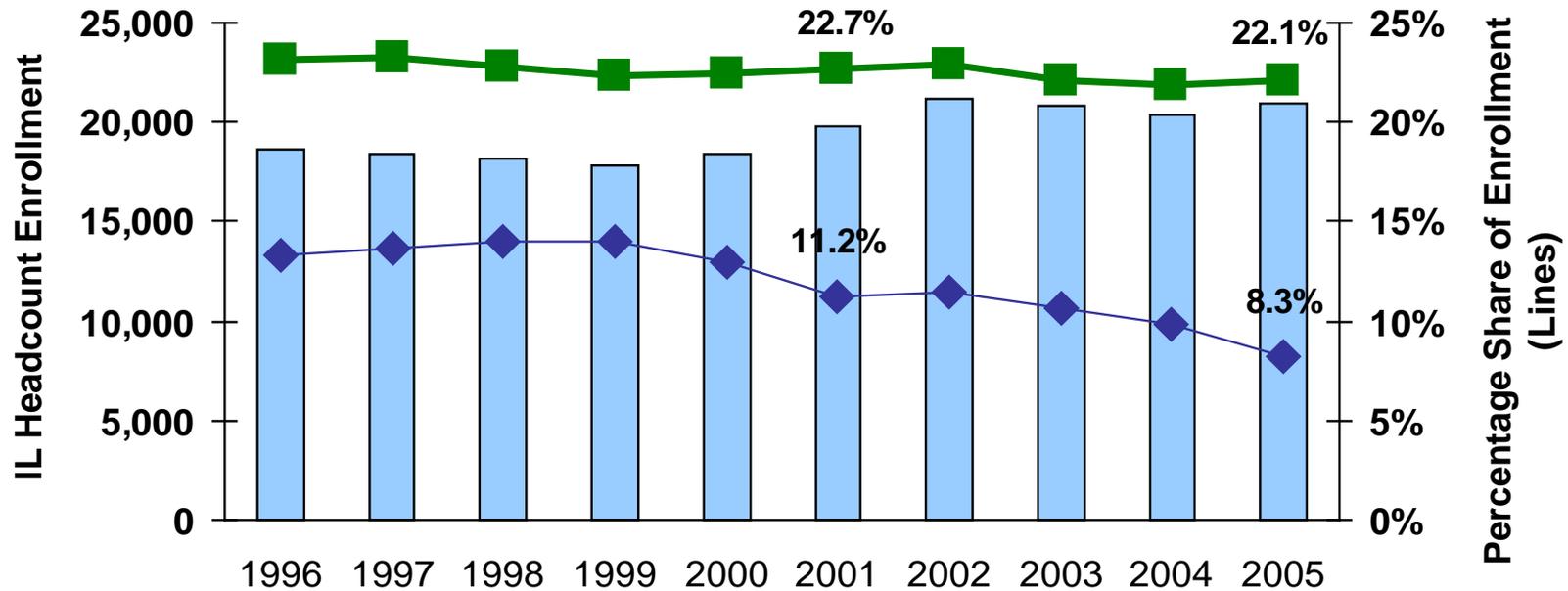
Questions to be answered:

1. What is the size of the market? is it growing or declining?
2. What industry trends are influencing the market?
3. What is the market share of the competition?
4. What does the preliminary enrollment potential look like?

Although enrollment in Business grew at the state level, the discipline slightly decreased in market share (-0.6%) between 2001-2005.

DePaul declined nearly 3% in market share in Business 2001-2005.

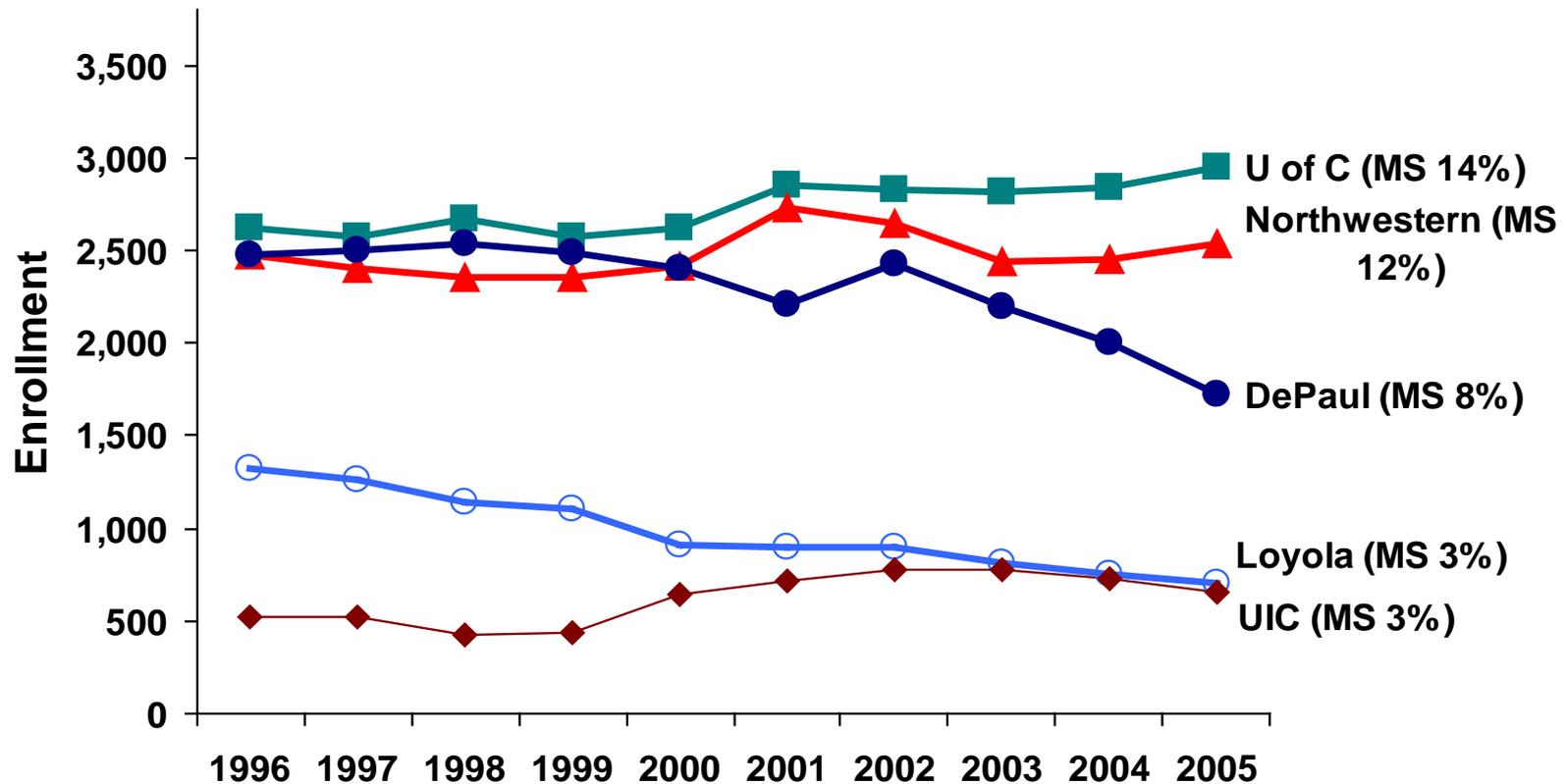
IL Master's Enrollment and Market Share in Business, Management, Marketing



Source: IBHE data listing 88 institutions offering master's level education.

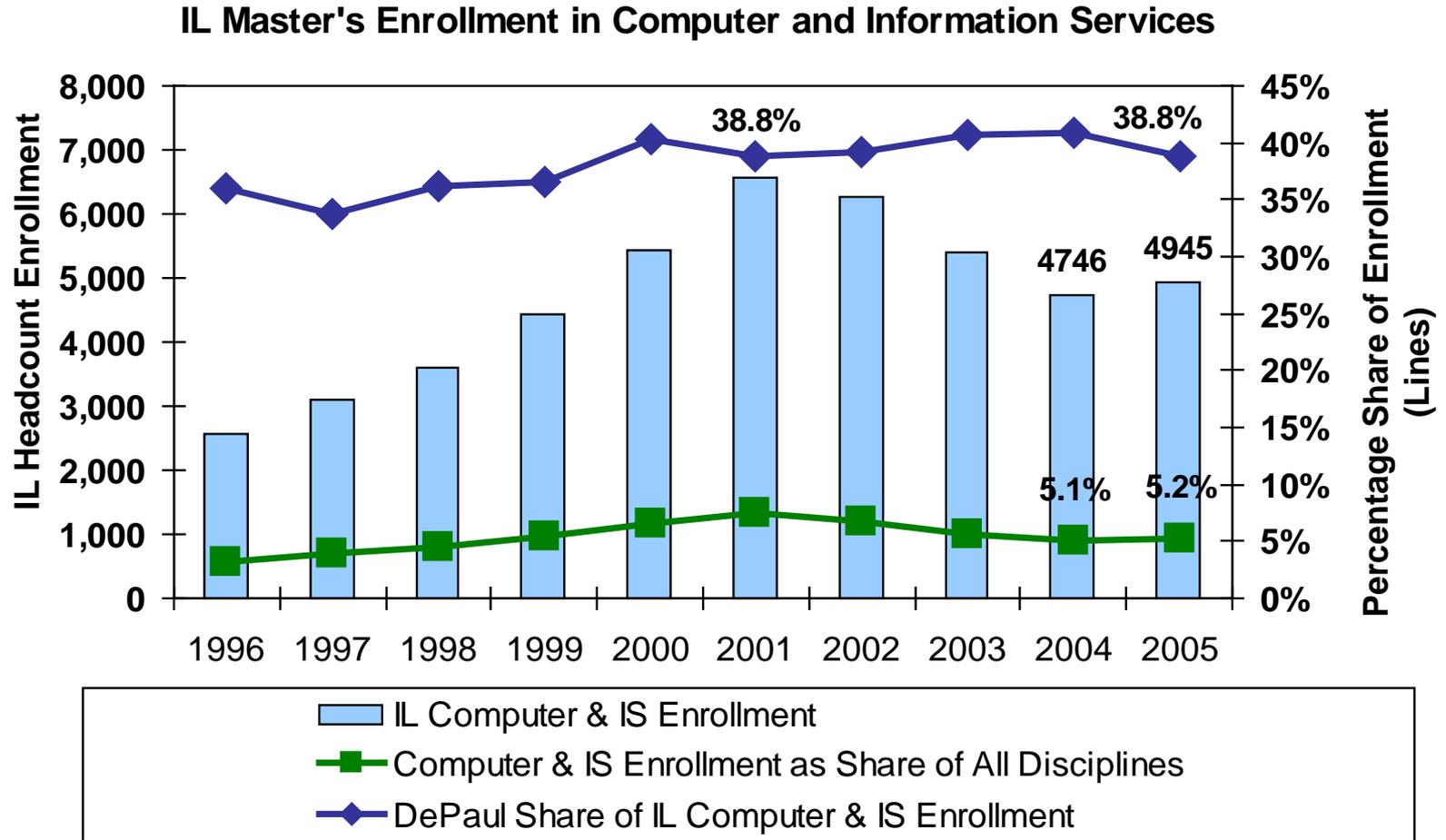
Business enrollment at DePaul and Loyola have declined since 1996, while U of Chicago and Northwestern have remained steady.

Chicago Competitor Schools
Master's in Business Enrollment & Market Share in 2005



Source: IBHE data listing 88 institutions offering master's level education.

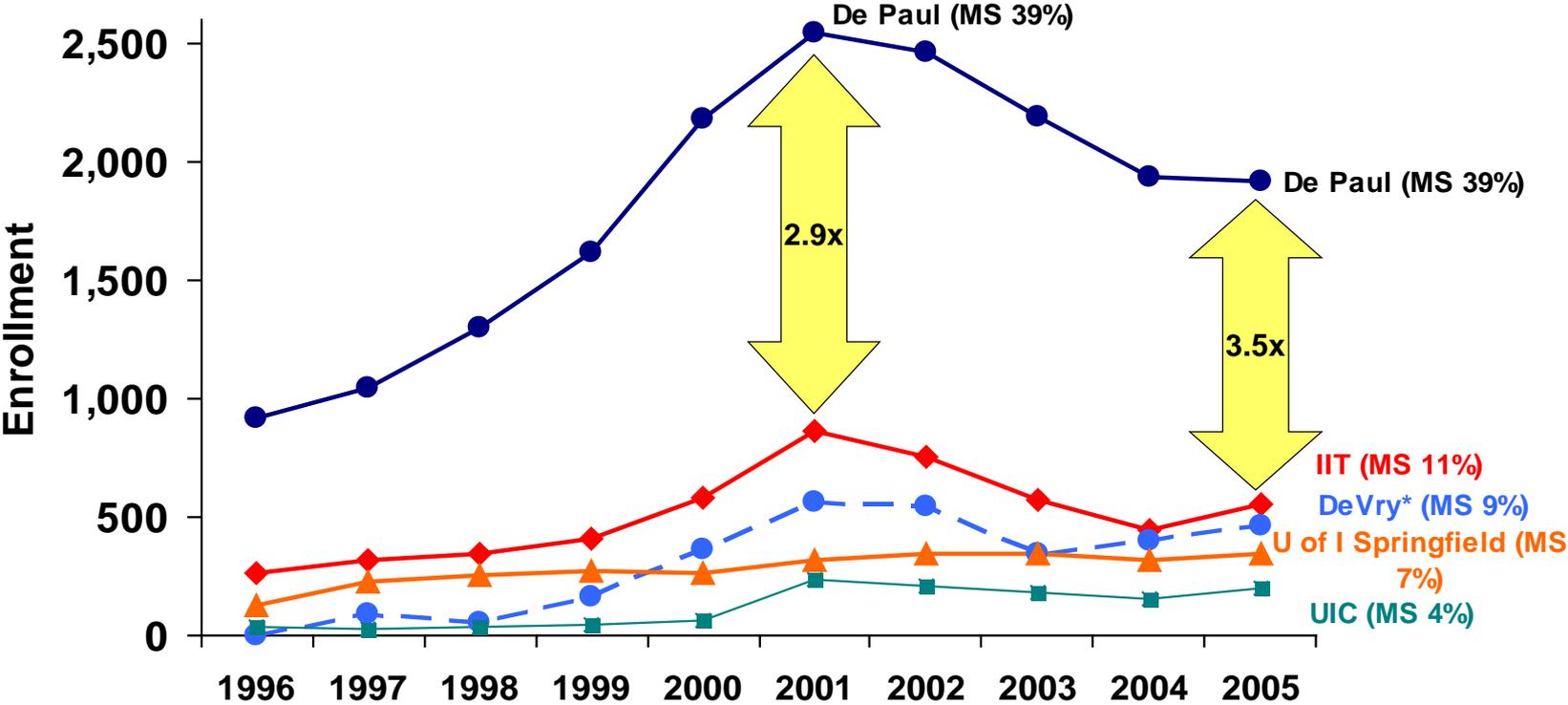
In 2005, IL enrollments rebounded and the discipline grew as a percentage of the total IL market. DePaul's share of the CIS market has remained fairly consistent since 2001.



Source: IBHE data listing 88 institutions offering master's level education.

Despite recent enrollment declines, DePaul remains the dominant leader in CIS with 3.5 times greater enrollment than its next largest competitor.

Top Five IL Master's Institutions
Based on CIS Enrollment & Market Share in 2005



*Formerly Keller Graduate School of Management.

Source: IBHE data listing 88 institutions offering master's level education.

Tiers of Support

- Based on assessment of potential size and strategic fit, program is recommended for one of three levels of support
 - Each builds on the last, providing progressive levels of support

Marketing support is conceptualized in 3 tiers

Tier 1: Support Program Launch

*Most basic level
of Support*

- Enrollment projections
- Competitive overview
- Promotional plan

Tier 2: Enhance Program Launch

*Includes additional
market intelligence*

- Includes Tier 1 support
- Competitive landscape including pricing and positioning
- Market size and trends
- Career and employment analysis

Tier 3: Shape new program development

*Helps determine viability
and potential*

- Includes Tier 1 support
- PEST Analysis of Macro environment
- Detailed competitive analysis
- Enrollment analysis and projections
- Career and employment analysis
- Implications and recommendations

Minimum Timing needed for completion :

**6 months prior
to launch**

**12 months prior
to launch**

**18 months prior
to launch**

Tier 1 Support Menu

Basic level of support for all new programs, includes:

- **Enrollment Projections**
- **Competitive Overview**
 - Competitive program listings
 - Competitive program market summary
- **Target Identification**
 - Target market ideation session and outcomes
 - Target recommendations
- **EM Promotional Launch**
 - Marketing communications plan
 - Media relations plan
 - Web updates
 - Admissions/ advising training
- **Coordinated EM Administrative Launch Efforts**
 - EMAS, Peoplesoft codes created
 - ARC systems created

Athletic Training Programs—Illinois

CIP codes used in this analysis included:

31.0101: Parks Recreation and Leisure Studies; 31.0301: Parks Recreation and Leisure Studies Management; 31.0501: Health and Physical Education General; 1.0504: Sport and Fitness Administration/Management; 31.0505: Kinesiology and Exercise Science; 51.0913: Athletic Training/Trainer

School Name	Location	Type of Degree	CIP Code	Size of 2005 Enrollment (from IMAT)/% of UG enrollment	Total Undergraduate Enrollment (2005 IMAT)	Sports Division	Conference	CAATE Accredited	Tuition (includes R&B)
Aurora University	Aurora, IL	BS in Recreation	31.0101	NA	1907	NCAA Division III	Northern Illinois-Iowa Conference; Illini-Badger Football Conference	Yes	\$14,635
Concordia University	River Forest, IL	BA in Athletic Training & Sportsmedicine	51.0913	27/2.7%	1032	NCAA Division III	Northern Athletics Conference (NAC); Illini-Badger Football Conference (IBFC)	No	\$28,312
DePaul University	Chicago, IL	--	--	--	14,738	NCAA Division I	Big East Conference	--	\$29,905
Eastern Illinois University	Charleston, IL	BS in Recreation Administration	31.0301	108/1.1%	10,375	NCAA Division I; NCAA Division IAA in Football	Ohio Valley Conference; Missouri Valley (men's soccer); Mid-Continent conference (m/w swimming/diving)	Yes	In \$17,388; Out \$27,758
Elmhurst College	Elmhurst, IL	BA and BS in Athletic Training	31.0504	69/2.6%	2691	NCAA Division III	College Conference of Illinois and Wisconsin (CCIW)	No	\$29,922

Source: Athletic Training Program Analysis

Tier 2 Support Menu

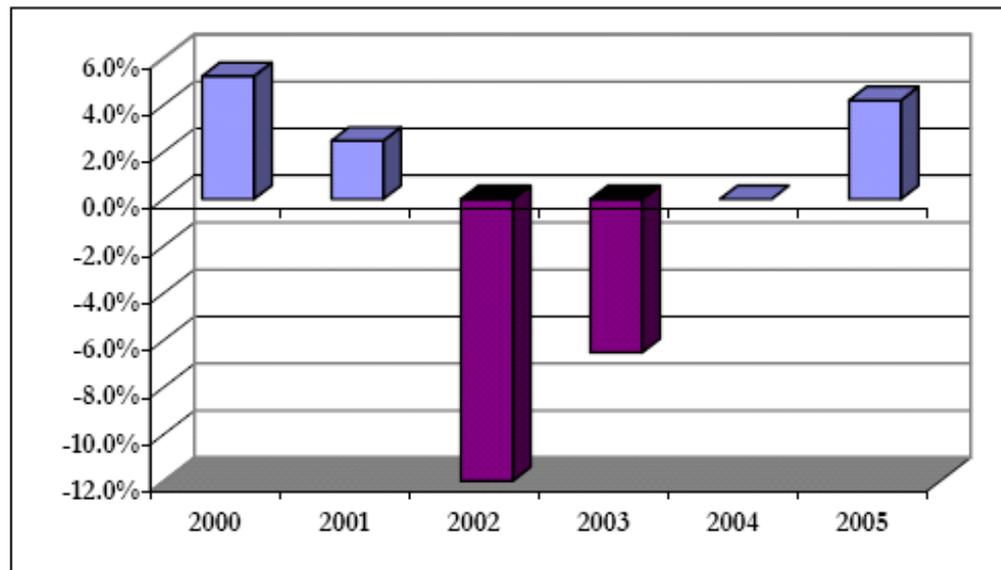
Market assessment in Tier 2 includes additional information to optimize program development and launch

- **Includes Tier 1 support**
- **Market research plan, which will typically include the following components:**
 - Competitive landscape with pricing and positioning : established via web research
 - Market size and trends: established via enrollment analysis, when available
 - Career and employment analysis: via Web research and Bureau of Labor Statistics data review

Chicago IT Employment Trends

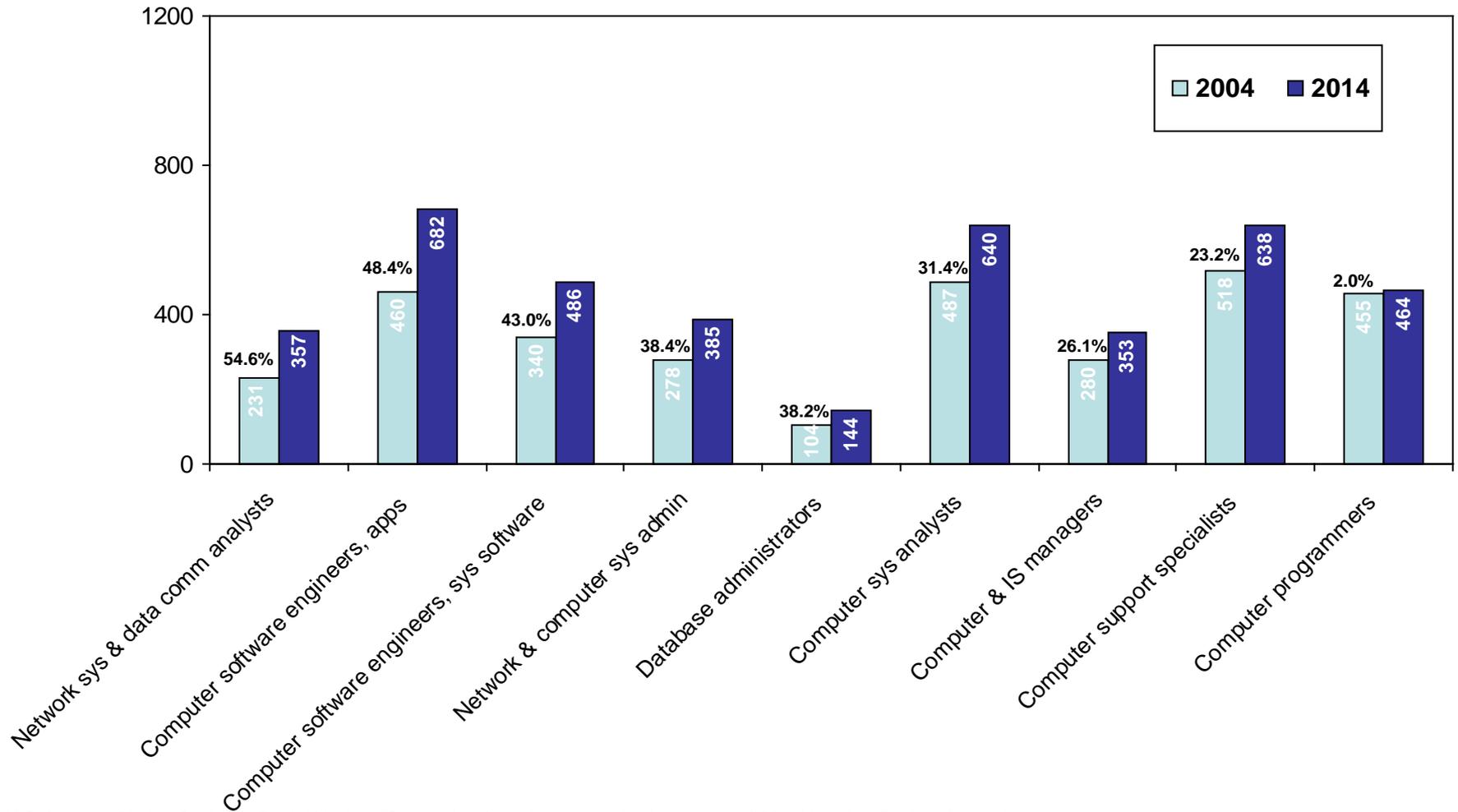
- IT employment trends in Chicago declined in 2002 & 2003, remained steady in 2004 and increased slightly in 2005¹
 - This mirrors national trends for the same time period

Percent Change in Annual Chicago IT Employment Levels



¹Center for Urban Economic Development (CUED) analysis of Current Population Survey data , University of Illinois at Chicago. June 2006.

U.S. Technology jobs by size (thousands of workers) and projected growth



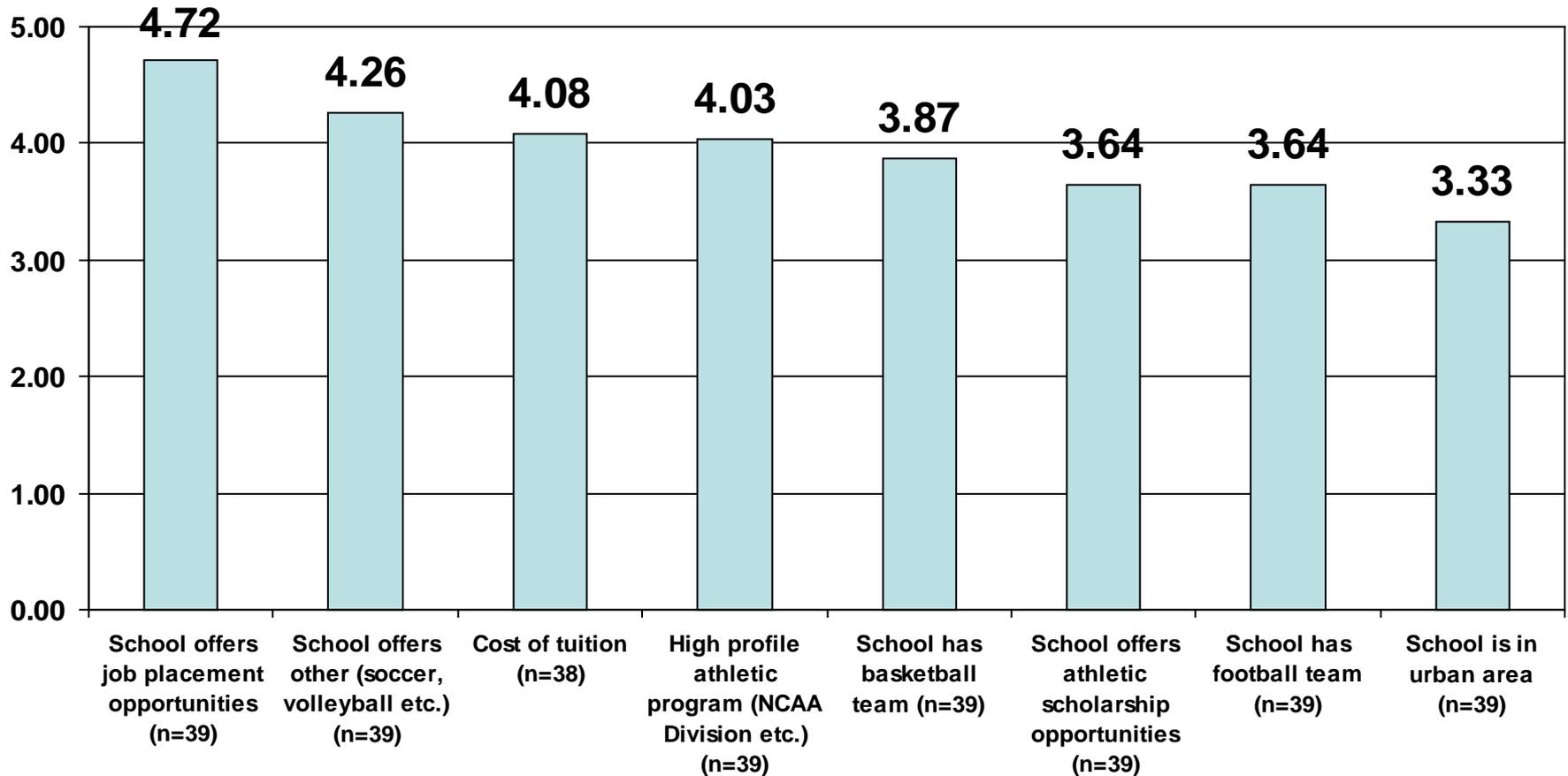
Source: U.S. Bureau of Labor Statistics, Daniel Hecker, "Occupational employment projections to 2014," Monthly Labor Review, November 2005.

Tier 3 Support Menu

Highest level of support that provides market intelligence that helps determine size and viability of program

- Includes Tier 1 Support
- Market research plan, which typically includes the following components:
 - **PEST Analysis of Macro-environment**
 - Identify relevant Information for:
 - Political (legal/legislation/regulations, government support)
 - Economic (economic growth, labor market, state of industry sector)
 - Sociological (geo-demographic, career attitudes, consumer tastes and preferences)
 - Technological (pace of change, capacity, new product development)
 - **Competitive Analysis of Peer Schools**
 - General information and characteristics of peer programs
 - Tuition rates
 - Length to complete
 - Faculty considerations
 - Distance learning options
 - **Enrollment Analysis and Projections**
 - Market potential
 - Market share
 - **Career and employment analysis: via Web research and Bureau of Labor Statistics data review**
- Implications and Recommendations

Job placement #1 reason to select school for athletic training major.



Represents means for scale of 1-5, 5 meaning very important. *Based on analysis of means.

Source: Athletic Training Program Analysis

Benefits of an Integrated Approach

- Adds a “customer orientation” to an otherwise curriculum-focused idea generation process
- Integrated process creates a capacity to leverage market research projects across many disciplines/colleges or market segments

Benefits of an Integrated Approach

- Adds an external “competitor orientation” to an otherwise internally-focused curriculum planning process
- Development of substantive strengths and distinctive features of a proposed program enhances future marketing potential & competitive positioning

Benefits of an Integrated Approach

- replaces enrollment assumptions with quantified enrollment targets
- identifies reasonable and appropriate resource commitments to achieve enrollment targets;
- identifies opportunities for efficiencies and overlap with existing marketing and recruitment activities;
- produces a documented marketing and recruitment plan and enrollment strategy
- Allows EM to anticipate recruitment efforts, promotions and publications - and ensure early enrollment success

Lessons Learned

- Gain buy-in to the importance of new programs to enrollment, academic and financial plans
- Ensure that the analysis has consequence
- Process acknowledges the expertise of all participants
- Market research creates a forum for strategic and tactical discussion
- Be careful what you promise



Q & A

Thank you for your attention

***for questions and information, contact:
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