Academic and Marketing Partnerships

Integrating Marketing Strategy in Developing New Academic Programs

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DePaul University
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
- DePaul University 23,149
- Columbia University 22,387

Note: This list includes traditional, doctoral universities.
DePaul Enrollment Profile
Fall 2007

- FT Undergrad: 56%
- PT Undergrad: 9%
- Graduate: 31%
- Law: 4%

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Two Decades of Enrollment Growth
1982-2007

Total 2007: 23,401
Undergrad 15,024
Grad 8,377

Total includes IPD
### Undergraduate and Graduate Degrees Awarded by Year, 1995-2005

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Programs Existing Before 1995</th>
<th>Undergraduate Programs Introduced since 1995</th>
<th>Graduate Programs Existing Before 1995</th>
<th>Graduate Programs Introduced Since 1995</th>
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<td>0</td>
<td>1712</td>
<td>0</td>
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</tr>
<tr>
<td>2004</td>
<td>2327</td>
<td>288</td>
<td>1819</td>
<td>818</td>
</tr>
<tr>
<td>2005</td>
<td>2350</td>
<td>333</td>
<td>1778</td>
<td>660</td>
</tr>
</tbody>
</table>

Note: The diagram shows the trend of degree awards from 1995 to 2005, with separate lines for undergraduate and graduate programs, distinguishing between those introduced since 1995 and those existing before 1995.
Graduate Degrees Awarded by CTI, 1995-2005

19% of graduate degrees awarded in 2000 were in programs introduced since 1995

29% of graduate degrees awarded in 2005 were in programs introduced since 1995

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

- Computer Info and Net Security
- Computer Graphics and Animation
- E-Commerce Technology
- Software Engineering
- Human-Computer Interaction
- Distributed Systems
- Telecommunication Systems
- Management of Information Systems
- Information Systems
- Computer Science
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
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

- New Product
- Share Growth
- Market Growth
- Base

Now
Future

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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

Phase 1

Phase 2

Phase 3

Approval & Launch

Implementation, evaluation

Academic Affairs’ Roles
Framing an Integrated Process for Developing New Academic Programs

Academic Affairs’ Roles

Phase 1: Idea generation

Phase 2: Develop the curriculum, degree & academic/faculty requirements

Phase 3: Define capacity & financial plans & priorities

Implementation, evaluation

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Framing an Integrated Process for Developing New Academic Programs

Marketing’s Roles

Assess & define competitive position
Explore market opportunities

Develop enrollment & marketing plans

Phase 1
Phase 2
Phase 3
Approval & Launch
Implementation, evaluation

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Framing an Integrated Process for Developing New Academic Programs

Marketing’s Roles
- Explore market opportunities
- Assess & define competitive position
- Develop enrollment & marketing plans

Academic Affairs’ Roles
- Idea generation
- Develop the curriculum, degree & academic/faculty requirements
- Define capacity & financial plans & priorities
- Approval & Launch
- Implementation, evaluation
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)

Idea Generation
- Vision
- Assess & Evaluate
- Ideate
- Screen

Concept/Product Dev.
- Concept
- Develop
- Refine/Test
- Feasibility
- Build Case
- Product
- Develop
- Packaging
- Consumer Test

Launch Mktg. Plan
- Set Plan
- Validate/Test

Launch Mgt.
- Pre-Plan
- Execute
- Evaluate & Optimize

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Typical New Product Process
(Consumer Packaged Goods Example)

- Idea Generation
  - Vision
    - Where are the opportunities?
      - Ideate
      - Screen
- Concept/Product Dev.
  - Develop
    - Which concept will generate highest sales?
      - Refine/Test
      - Build Case
    - Concept
      - Build Case
  - Product
    - Packaging
    - Consumer Test
- Launch Mktg. Plan
  - Set Plan
    - What is the optimal marketing plan?
      - Evaluate
        - Asses & Refine/Test
      - Consumer Test
- Launch Mgt.
  - Pre-Plan
    - Execute
      - How can I optimize year 1?
Why New Products Fail

- Incorrect Competitive Product Analysis
- Poor Category Assessment
- Failure to Understand Consumer Needs & Wants
- Poor Launch Planning

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

- **Tier 1 Support**: Low University Priority, Small Incremental Enrollment Potential
- **Tier 2 Support**: High University Priority, Large Incremental Enrollment Potential
- **Tier 3 Support**: Low University Priority, Large Incremental Enrollment Potential
Support Assessment Model
(sample programs)

Incremental Enrollment Potential

University Priority

Low

Small

Large

B.S. Athletic Training

M.A. in Media, Culture & Society

Ph.D. in Rhetoric

M.A. in Journalism

Adult B.A. in Business Administration

B.A. in Islamic Studies

MS in I.T. Project Management

M.A. in Journalism

M.A. in Media, Culture & Society

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Support Assessment Model
(sample programs)

University Priority vs. Incremental Enrollment Potential

- High University Priority
  - Adult B.A. in Business Administration
  - M.A. in Journalism
- Low University Priority
  - Ph.D. in Rhetoric
  - B.A. in Islamic Studies
- Incremental Enrollment Potential
  - Small
    - MS in I.T. Project Management
  - Large
    - B.S. Athletic Training
    - M.A. in Media, Culture & Society

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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.

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

- U of C (MS 14%)
- Northwestern (MS 12%)
- DePaul (MS 8%)
- Loyola (MS 3%)
- UIC (MS 3%)

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.

*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:

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
<th>Type of Degree</th>
<th>CIP Code</th>
<th>Size of 2005 Enrollment (from IMAT)/% of UG enrollment</th>
<th>Total Undergraduate Enrollment (2005 IMAT)</th>
<th>Sports Division</th>
<th>Conference</th>
<th>CAATE Accredited</th>
<th>Tuition (includes R&amp;B)</th>
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<tbody>
<tr>
<td>Aurora University</td>
<td>Aurora, IL</td>
<td>BS in Recreation</td>
<td>31.0101</td>
<td>NA</td>
<td>1907</td>
<td>NCAA Division III</td>
<td></td>
<td></td>
<td>$14,635</td>
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<tr>
<td>Concordia University</td>
<td>River Forest, IL</td>
<td>BA in Athletic Training &amp; Sportsmedicine</td>
<td>51.0913</td>
<td>27/2.7%</td>
<td>1032</td>
<td>NCAA Division III</td>
<td></td>
<td></td>
<td>$28,312</td>
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<tr>
<td>DePaul University</td>
<td>Chicago, IL</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>14,738</td>
<td>NCAA Division I</td>
<td>Big East Conference</td>
<td>--</td>
<td>$29,905</td>
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<tr>
<td>Eastern Illinois University</td>
<td>Charleston, IL</td>
<td>BS in Recreation Administration</td>
<td>31.0301</td>
<td>108/1.1%</td>
<td>10,375</td>
<td>NCAA Division I</td>
<td>NCAA Division I; NCAA Division IAA in Football</td>
<td>Ohio Valley Conference; Missouri Valley (men’s soccer); Mid-Continent conference (m/w swimming/diving)</td>
<td>In $17,388; Out $27,758</td>
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<td>Elmhurst College</td>
<td>Elmhurst, IL</td>
<td>BA and BS in Athletic Training</td>
<td>31.0504</td>
<td>69/2.6%</td>
<td>2691</td>
<td>NCAA Division III</td>
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<td></td>
<td>$29,922</td>
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</tbody>
</table>

Source: Athletic Training Program Analysis

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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 2005\(^1\)
  - This mirrors national trends for the same time period

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

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.

<table>
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<tr>
<th>Factor</th>
<th>Mean (Scale 1-5)</th>
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<tbody>
<tr>
<td>School offers job placement opportunities</td>
<td>4.72</td>
</tr>
<tr>
<td>School offers other (soccer, volleyball etc.)</td>
<td>4.26</td>
</tr>
<tr>
<td>Cost of tuition</td>
<td>4.08</td>
</tr>
<tr>
<td>High profile athletic program (NCAA Division etc.)</td>
<td>4.03</td>
</tr>
<tr>
<td>School has basketball team</td>
<td>3.87</td>
</tr>
<tr>
<td>School offers athletic scholarship opportunities</td>
<td>3.64</td>
</tr>
<tr>
<td>School has football team</td>
<td>3.64</td>
</tr>
<tr>
<td>School is in urban area</td>
<td>3.33</td>
</tr>
</tbody>
</table>

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
Thank you for your attention for questions and information, contact: lsander3@depaul.edu