Marketing Plan – Thematic Learning Communities

1. SWOT Analysis
   A. Strengths (an honest assessment of what we can offer the students)
      Close interaction with faculty/staff
      PE as resource and study groups
      Connection to field of study
      ** Good collaboration from student service offices, including DSH, FSAC – “You will have an advisor assigned to your TLC” type of thing
   
   B. Weaknesses
      No word of mouth yet
      Funding – difficult to project what we are able to spend:
         Publications- how much money to spend on publications
         Mailings- how much money for postage, essentials (envelopes, flyers, etc.)
         Faculty facilitator recruiting
         Understaffed for expectations
      Still early stages – learning process
      Marketing inexperience
      Attracting PE’s
   
   C. Opportunities – serve students, help them to focus.
      As we grow, can include more fields of study
      Will be able to draw from good experiences from participants
      Cross-collaboration between faculty could lead to additional research grants
   
   D. Threats – (competition)
      Is this really an issue?

2. Strategic Planning
   A. Overall Marketing Objectives – what do we want to accomplish
      50% freshmen (?) by 2008 = with current model, increase by 15 TLCs, 15 faculty facilitators (min.), 15 peer educators, 300 participants per year
   
   B. Segmentation = by interest – promotion will be different due to segments: in state/ out of state/ residential/ nonresidential
      Don’t have survey results measuring in-state vs. out-of-state needs/expectations
      Target markets to consider for future:
      In-state v. out-of-state
      rural v. urban
      Parents v. students
      Will marketing differ for areas?
      Will residential (living with others on floor) matter to students vs. undesignated housing?
      Continue to target majors
   
   C. Target markets –
      Do other schools market differently to the various markets listed above?
   
   D. Positioning (this is tough) – How do we put it into their head?
      Put unfamiliar product in front of prospective students and parents numerous times. Should at least see name of program repeatedly.

See 3.A.
3. Marketing Strategies and Tactics:
   A. **Product** – attributes of product; components of service; position in minds of customer so it accomplishes the objective

   Based on pre-survey results taken by current TLC participants, we will assert that TLCs assist with the following:
   1= not an expectation  2=minor expectation   3=moderate expectation    4=strong expectation
   3.2 Getting involved/learn more about field of interest
   3.2 Close interaction with faculty
   3.0 Easier adjustment to college life
   2.8 Integrating material from both courses
   2.5 Making friends with peers in their field

   Based on quotes received from participants, we will add the following benefit:
   Getting help with their classes (study groups, PE and peer support)

   Although the results of the pre-survey of student satisfaction indicate that making friends was less important (2.5 out of 4) than other issues (involved in field, help in classes, close interaction with faculty and making good grades), the quotes I received from participants seemed to reflect otherwise. I am hesitant to make a statement asserting TLCs help GPAs until we have evidence at KU that supports that statement.

   B. **Promotion:**
   Promotion has to target 2 groups or maybe more:
   1. parents
   2. students
   3. high school counselors, KU admissions, academic departments, campus community

   Get connected to KU/field of study (targets = science, film, etc.)
   Connections between paired courses
   Connect to faculty/research in field of study
   Connect to peers interested in same subject

   Promotion FROM different areas could be different/selective.
   Departments/schools promoting the TLC associated with their academic area.
   ISS
   Honors

   **Control and Evaluation:**
   A. Scheduling and Timing: work backwards
   Already have a timeline. Is it working? When is best time to approach students/parents? Timed with application availability, proposals confirmed,

   B. Budgeting:
   ????

   C. Evaluation methods
   “How did you hear about TLCs” check all that apply on application form